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EDUCATION



Vol. I

September, 1924

No. 1

The Significance of the Nursery School

Arnold Gesell

National Council of Primary Education:
Equipment Fitted to Children's Needs

Helen M. Reynolds

Programs of Standard and Informal
Testing for Primary Grades

Alice Hanthorn

International Kindergarten Union—New Officers—
New Branches—Thirty-First Annual Meeting

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CHILDHOOD EDUCATION

The Official Journal of the
International Kindergarten Union, Inc.

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The aim of CHILDHOOD EDUCATION will be to present educational material of high standard which will be of special interest and value to those who are concerned with the education and training of young children.

It will emphasize modern thought on the education of children of pre-school or nursery age, kindergarten and lower primary grades; international phases of early education; scientific and experimental work in the interests of children.

CHILDHOOD EDUCATION will afford opportunity for kindergartners and primary teachers to keep in touch with one another through the medium of the International Kindergarten Union, Inc., and the National Council of Primary Education.

Inspirational, theoretical, and practical articles by leading educational authorities and by the members of the International Kindergarten Union, Inc., and the Primary Council; reviews of new educational books and current magazine articles of interest to teachers; and an exchange of practical ideas by the everyday kindergartner and primary teacher—are features that indicate the thoroughness and general attractiveness of the periodical.

A music page and articles on musical education will be prominent features.

Through the Journal the International Kindergarten Union, Inc., and the Primary Council will present reports of their meetings and of their committees. News from foreign correspondents, and kindergarten and primary news from all parts of this country, will appear regularly.

(Application for entry as second class matter pending)

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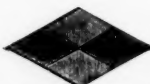
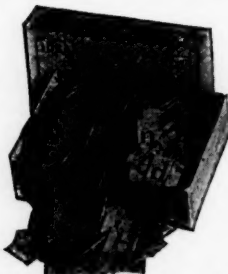
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Editorial Greeting

SINCE the editors of CHILDHOOD EDUCATION are not strangers to the International Kindergarten Union nor to kindergarten magazine readers all over the world, no time nor space need be taken with introductions. The members of the Editorial Committee, too, have long been associated with the I. K. U. and with kindergarten work, and the names of our Contributing Editors are well known throughout the educational world.

One thought is uppermost in the editors' minds, and it is hoped that it will reach every I. K. U. member, every prospective reader. This journal is yours, yours to make, yours to use. Your editors serve as a medium of communication to bring the thought of one mind to another, so we urge you not only to subscribe to your journal, but to contribute to your journal.

With our broad field, the education of the little child, there will be opportunity for expression from all who have this subject at heart, from the teacher of the pre-school or nursery period through the kindergarten and early primary grades. While much space will be given to matter relating to scientific thought, experimental progress, and the many modern educational agencies, the needs of the everyday teacher will not be forgotten, and our pages will be open to questions, discussion, and general exchange of ideas.

In launching a new ship, in dedicating a new building, there is always some ceremony in the form of speech-making. In launching our new journal, we, too, have the inspiration of happy and appropriate remarks by I. K. U. members, to call attention to the importance of this new step in the history of the I. K. U. We feel that with this introduction our journal is ready to start out on its career, and that, with the coöperation of every I. K. U. member, it will fill an important place in the field where the center of thought is the education of the little child.

At the same time that the International Kindergarten Union is starting its official organ, it is taking another forward step in establishing Headquarters in the Nation's Capital, where it can keep in close touch with the National Education Association, the National Congress of Parents and Teachers, the Bureau of Education, and other educational agencies. A room has been secured in a beautiful new office building and here will be carried on all the work of the Corresponding Secretary and Treasurer and also the editorial work of this journal. Members of the I. K. U. and all friends of the kindergarten are urged to visit Headquarters when in Washington.

Hereafter all communications for the secretary and treasurer and also for the editor of the Journal should be addressed to room 1008, Investment Building, 15th and K Streets, N. W., Washington, D. C.

A Message from the President

THE International Kindergarten Union, with this the first issue of CHILDHOOD EDUCATION as its official journal, enters upon a new field of leadership and responsibility. It is therefore fitting that its president should officially recognize such an important forward step. In considering this achievement, three thoughts come to mind: a recognition of the accomplishments of the past; a vision of further usefulness; and a deep sense of the opportunity thus opened to its members.

Through the thirty-two years of its existence, the International Kindergarten Union has made constant progress. Growth in numbers has been marked, from the small group of 69 charter members to its present enrollment of over 2,100 associate members, 18 life members, and 173 branch societies, representing about 30,000 persons interested in its activities. There are 22 committees actively engaged in many forms of research and extension. Thirty-one annual meetings have been held, with programs of marked excellence.

Much important work has been carried through to completion, of which a few pieces may be especially noted. It was through the interest and support of the Union that a kindergarten specialist was placed in the Bureau of Education. Two books have been published, both reports of the Committee of Nine-

teen—*The Kindergarten*, and *Pioneers of the Kindergarten in America*. A new edition of Miss Vandewalker's book, *The Kindergarten in American Education* has been made possible by the coöperation of the I. K. U., and *Children's Drawings*, a report of the Child Study Committee, has just been published by its chairman, Dr. McCarty, with the endorsement of the Union. Another publication which has been most useful is "A Selected List of Poetry and Stories for Children in Kindergarten, First and Second Grades" compiled by the Literature Committee. Of this 18,000 copies have been issued. The I. K. U. also assisted, through committees, in compiling the curricula for kindergarten and first grade, issued by the Bureau of Education.

While the bulk of its membership has always been in the United States, the Union has never been without justification for the word "international" in its name. Two pilgrimages have been made, one in 1911 to Froebel's country and the places where he lived and labored for childhood; another in 1923 to visit France and the work of the Kindergarten Unit there. During both of these pilgrimages, educational conferences were held, in which representatives from several countries participated.

The largest piece of international work has been that of the Kindergarten Unit in France. Besides the work with the French children done during the

war and afterward, kindergarten training has been established in the Normal School at Sèvres, through the efforts of Miss Fanniebelle Curtis, Director of the Unit, acting under a committee. The I. K. U. has also coöperated generously in raising funds for the permanent Community House in Liévin, which will crown the efforts of the Unit and serve as a fitting climax to keep ever in mind our mutual interests and sympathies.

The establishment of a periodical is an accomplishment long hoped for and earnestly desired, and it comes to fill a real need. It must be a matter of congratulation to all interested that the time has come when this is a possibility. Under the able chairmanship of Mrs. Mary Boomer Page, a committee took up the task, inspired by Miss Luella A. Palmer, then president. This issue of the journal and all those to follow will bear testimony to their successful efforts. With this definite step in the life of the International Kindergarten Union, it becomes more surely established, receives greater opportunity for useful service, and with this opportunity,

accepts a wider responsibility for the welfare of little children.

One of the most significant implications of the journal lies in the assurance it brings of a closer union between the kindergarten and the early elementary grades. A special department, conducted by the National Council of Primary Education, will serve this purpose, and it cannot fail to count for progress in both fields, which are really one in purpose.

The International Kindergarten Union presents to everyone interested in the education and development of children "CHILDHOOD EDUCATION" as a periodical ready and able to serve these interests. Its president greets them in the name of childhood and urges that they make every possible use of this medium, regarding the journal as their own. Thus will they find the truth of the words of Dante "As much the more as one says Ours, so much the more of good each one possesseth."

ELLA RUTH BOYCE,
President International
Kindergarten Union.

All of our learning and science, our culture and our arts, will be of little avail unless they are supported by high character. Unless there be honor, truth and justice, unless our material resources are supported by moral and spiritual resources, there is no foundation for progress. A trained intelligence can do much, but there is no substitute for morality, character and religious convictions. Unless these abide, American citizenship will be found unequal to its task.

PRESIDENT COOLIDGE

A Backward Glance

AT THIS time of hope and promise for the future of the International Kindergarten Union, our thoughts turn also toward the past, and a backward glance over the history of this organization may be of interest, to see how it came into existence, what its mission was intended to be, and, in a brief way to outline something of what it has accomplished.

During the thirty-second annual meeting of the National Education Association, held at Saratoga Springs in July, 1892, a meeting of the Kindergarten Department was held, to which were invited all kindergarten training teachers, supervisors, presidents of kindergarten associations, and others actively interested in the kindergarten movement, to consider some form of organization that might bring into closer relationship the kindergarten interests throughout the country and possibly extend this interest to other countries.

The result of this meeting was the formation of the organization known as the International Kindergarten Union.

The first circular letter issued by the I. K. U. contained the following statement:

The International Kindergarten Union seeks to unite in one stream the kindergarten activities already existing.

Its function is to supplement not to compete with, to coördinate not to supplant, existing agencies; to combine the advantages of central council and suggestion with local independence and control.

Its mission is to collect and disseminate valuable knowledge already attained and to inspire to greater and more intelligent efforts in the future.

The spirit of the times is not that of isolated effort, but of concentrated harmonious action.

The aims were set forth as follows:

1. To gather and disseminate knowledge of the kindergarten movement throughout the world.
2. To bring into active cooperation all kindergarten interests.
3. To promote the establishment of kindergartens.
4. To elevate the standard of the professional training of the kindergartner.

As the organization grew to be a large representative and influential educational body, with branches in every section of the country and in various parts of the world, it became the medium of expression of kindergarten leaders, and, as time went on, growing differences in points of theory and practice became apparent.

In order to formulate contemporary kindergarten thought and more clearly define points of agreement and difference, a committee was appointed in 1903, consisting of leaders who seemed, so far as possible, to be representative of these various points of view. Beginning as a Committee of Fifteen, the number was increased to Nineteen, and it has since remained the same, accessions being made from time to time to fill vacancies.

Various pieces of work were relegated to or taken up by this committee, and

some of the important undertakings of the I. K. U. have been carried through under its direction. One of these culminated in the publication in 1913 of three reports included in a book called *The Kindergarten*. Another notable piece of work has resulted in the book *Pioneers of the Kindergarten in America*, which promises to fill a need felt by training teachers and other educators for material bearing on the early history of the kindergarten movement.

The founding of a Memorial Endowment Fund was also the direct result of work of this committee. This has a two-fold object—to perpetuate the memory and work of those who have given worthy service to the kindergarten cause and to provide a fund, the interest of which can be used to spread knowledge of the kindergarten and aid in its development.

Although the International Kindergarten Union is an independent organization, it is affiliated with the National Education Association, which maintains

a Kindergarten Department, and a special I. K. U. session is held each year at the time of the meeting of the Department of Superintendence. It is also affiliated with the General Federation of Women's Clubs, which, during the past few years, has added a kindergarten committee to the Division of Education in its various state federations, and with the National Congress of Parents and Teachers, which, too, has added a kindergarten department to its state branches.

One of the early leaders once said of the I. K. U. what is even more true at the present time:

The steady growth and aroused interest in this organization during the past years show that its formation was in response to a need felt, possibly, rather than expressed, and its present larger influence and more extended recognition are but a regular step in its development. It is now an established fact, well serving the high aim and purpose with which it began its existence.

ANNIE LAWS,

Chairman Committee of Nineteen.

THE kindergarten idea is taking hold in many countries which have hitherto shown little interest in that form of school. Some of the recent publications of the Bureau of Education on that subject have been translated into Japanese especially for use in the Higher Normal School for Women at Tokyo, and into Portuguese for the special benefit of the teachers of Rio de Janeiro, Brazil.

Ideas and Ideals

By LUCY WHEELOCK

AN IDEA is something seen. An ideal is something seen and followed. The idea must precede the ideal, therefore the kind of idea that dominates the mind is of importance. Men and women who have shaped the course of events in the world have been possessed of an idea which has become an ideal to pursue constantly and to the end.

Froebel gave his life, his time, his comfort, his few worldly goods to the service of an Idea. He spelled it with a big I. His Idea was so compelling that it enlisted the enthusiasm and devotion of the entire circle of friends who surrounded him and of others who came to see and to believe. These early advocates of a new gospel of education counted not life dear that so they might attain unto a better humanity redeemed from old errors and failings, by giving man a chance "to become himself." They saw that creative beings must have opportunity from the very beginning to gain ideas of the world in which they are to live and to gain power to use and control it.

The pioneers of the kindergarten in this country had the same vision. Through rough paths of opposition and misunderstanding and often of ridicule, they followed the ideal of a New Education. They proclaimed the gospel of

Froebel at gatherings of parents and conventions of teachers and school officials, wherever a hearing was possible. They wrote, they spoke, they taught until "those who came to scoff, remained to pray."

The kindergarten today has so leavened the school system that we often fail to recognize the source of the ideas and ideals which have vivified the old school routine. The story of the pioneer days of the kindergarten has just been published, as a fitting memorial to those who bequeathed to us our educational inheritance.

All biography has a great human interest. It tells us what ideas and ideals have led to the life work of an individual. It tells us of success or failure. Any career may become a guide to those who seek a similar goal. The current wave of interest in biography is wholesome. It indicates a general desire to find out how to live, as well as how to get a living.

Of all recently written accounts of the working out of great ideas by those dedicated to them, I know of none more inspiring than the record of the life and devoted service of our kindergarten pioneers. They illustrate the enthusiasm generated by a fructifying idea, which becomes an ideal to pursue without faltering and without rest. The lesson they teach should not be lost.

In an industrial age like ours there is danger of over-emphasis on production and efficiency, and too little consideration of the ends most to be desired. A few men have the ideas which make our aeroplanes, motor cars and radios. The great industrial army becomes the hand to carry out these ideas. The hand is now raised in protest against long hours of labor with no chance to enjoy the good things of life.

What are the good things of life?

And how is the power to enjoy gained?

A few thinkers put their ideas and ideals into books, others paint pictures and construct buildings, and others write the songs which cheer a nation's heart.

Many may sing the songs and enjoy the pictures and read the books; but to many more life goes on as if these things did not exist. Added leisure may not bring the capacity for enjoyment. Industrial education alone will not suffice to give this capacity. The subordination of ideas to the industrial arts will not furnish a complete education.

In the old days of the kindergarten, we believed that education should foster the love of the good and the beautiful. We employed the agencies calculated to inspire such appreciation. We hoped that every child might have his chance to enjoy a book, to gaze with admiration upon a fine picture, to find pleasure in rhyme and metre and to sing a song which might become a song of life. We believed it to be the function of education to secure for every individual a store of ideas which should become productive and creative forces in life. We believed that "through admiration, faith, and love, do we ascend in

the scale of being," and that one of our tasks was to see that these were "well and wisely fixed." We saw the child go forth every day. We saw him look upon the objects which surrounded him. We believed that we had some responsibility in controlling the environment, so that pity, love, and dread might be properly guided. We thought such guidance might make children more intelligent, more loving, more inclined to pleasant ways.

Are we to lose these beliefs and thereby lose the best results of the kindergarten? Is the environment our eyes see and our hands touch the only environment? What is reality? Is the elevated road with its "klingety klang-ety kling," the subway with its "zip-pety zimmety zip," the only song for a New York child? The robins sing in the open places of New York. Central Park has dandelions in the grass. Stars shine at night above the subways, the elevated road, and the Woolworth buildings. Are these not also real? And the ideas they inspire, are they not pleasant to cherish?

The water comes indeed through pipes into a bath tub. The pipes are real. The tub is real and very useful. The water comes in with a "chug-a-chug" and a cheerful splash, very real and very pleasant. But the idea of the water need not stop with the tub. Far away is the beginning in a hidden brook and the brook sings:

I chatter, chatter as I go
To join the brimming river,
For men may come and men may go
But I go on forever.

Ideas are broadened and enriched when one looks for the beginning as well as the end of things.

A green leaf may be a boat a-floating.
That is real. One may see and touch
it. But:

Away down the river
A hundred miles or more
Other little children
Shall bring my boats ashore.

That also is true and real. The little brook like the Entepfuhl road may lead anywhere, even to the end of the world. And these are childlike thoughts and ideas, because a child lives in a world of wonders. It is "a great, wide, wonderful, beautiful world." Why make it only a work-shop?

A real house made of boards and big enough to sit in may afford satisfaction. It calls for ingenuity and skill in its construction. Windows and doors must be planned. Ideas are called for in the planning. But it is the real thing and not the miniature. It is a part of actuality which too soon presses upon the growing child. Compare this with the joy of making a play-house which may be changed in a trice into a two story mansion by adding a few more blocks. A tower makes it into a church or a school and a few columns transform it into a temple or a state house. The arches found in the building-set suggest a gate way, and a park entrance appears. A wall soon surrounds the park. A summer-house is erected. Then a pond is desired and placed appropriately. Boats must be made to float upon its surface. Seats are made in the park for the chance traveller and trees are planted. A play world is made by a playing child.

A child is an architect before he is a carpenter. He plans and transforms and discovers his own patterns. His tools are the simplest things he may

choose to represent his ideas. Hammers and saws may serve at times; but they belong to the carpenter stage.

Doll-houses and boxes may be painted. When need requires, jars and jugs may be covered with seemly green for a special use; but when they are once done there is nothing more to add. Our mothers covered jugs with small embossed pictures and placed them on the parlor mantels. They were harmless ornaments; but they did not elevate the artistic sense of the household. The painter is not the artist. The little artist should have material which conforms to his creative bent and admits of changing and improving representation.

Children have delight in dressing up; but a very little dress will do, while fancy supplies the rest. An apron, or yard of cloth makes a queen's train and a stick a king's sceptre. A May queen is crowned with a wreath of leaves, and rules with a rose as a wand. The time for dressmaking is not yet. The old kindergarten sewing did not lead to any practical use of the needle. Let us rejoice in that. It was indeed too prescriptive, too nerve-straining, too difficult; but the pliant line of wool for art purposes, for simple design and picture making is not to be despised.

Oh, little hands so soon to take up the burden of toil, let us not force upon you too soon the tools of the industrial world. Oh, little feet so soon to walk the crowded city streets, wander yet longer in grove and meadow still "apparelled in celestial light." Little eyes, look not always on sky scrapers; but up at the blue sky and at the stars and wonder what they are! Who is to preserve for you these realities if not the kindergartner?

What ideas are of most worth in a

child's life? What materials, what activities give creative ideas? How are ideals which control the stream of thought and the course of life awakened?

Two youths in Chicago have committed a crime unparalleled for fiendish calculation. Both have superior intellects and excel in scientific interest and knowledge. Their awful crime was planned to give opportunity for scientific examination of a human being in agony. What has been lacking in their environment and education? Did they as children go forth every day to look with pity, love, or dread upon the face of Nature? Did they sing songs of the blue bird who tells us that "summer is coming and spring-time is here?" Were stories told them of heroes who saved life and helped the weak? Did they know of knights of old who were brave and bold and kind? Did no one ever tell them of the "Line of Light" or of the hero of Haarlem, who saved a city by his own heroic deed? Were there any hymns sung of a God who is great and good and whom we thank? The dominant idea of scientific investigation became the cruel ideal of a human monster who holds nothing sacred, not even human life.

The newspapers tell us daily of the mental condition of these unhappy boys; but the reporters do not tell us what produced them. One plain conclusion may be drawn. Education may not omit the giving of fundamental ideas of human values and of ideals which govern right conduct.

Last of all should these things be omitted from a kindergarten curriculum. Our materials have changed, as they should. Froebel's own emphasis on creative work has often been obscured by a rigid devotion to a

logical order of gifts. Our curriculum has changed, as it should. A fixed program does not conform to the needs of a group of children with varying tastes, interests, and skills.

We are in the way of growth. I rejoice in this new freedom. I rejoice that we are putting a premium on individual experiment and discovery of new and better ways. But I deplore a tendency to forsake fundamental ideas and ideals and the time-honored means of securing them.

Folk songs and plays are good. They have the stamp of approval of many generations of singers and players. But we inherit many other songs and much melody to make life sweeter. A song may be simple and musical and yet suggest something to think about or to keep in one's heart. The mental image or idea it presents should be considered.

"Knick-knack paddy-a-whack" is a fine old Welsh counting song. "The old man came rolling home" before Mr. Volstead's time; but probably a four year old has no definite picture of the old man which would alarm any foe of the saloon. It is an excellent song for rhythm; but not an entire repertoire.

I hope we may still hear the brown thrush telling us "the world's running over with joy" and may declare in song that we are "as happy as kings" and give thanks for "the pleasant morning light."

And stories! With the whole realm of child literature, why should we limit our story telling to Black Sambo? And why read Black Sambo, after all the years of training in story telling and our knowledge of the superior value of the spoken word?

We live in the Here and Now. What

is Here? What is Now? *Here* is made up of all the contributions of the past. *Now* is only a point in the current of time. There is no *Here* devoid of a past and no *Now* which is not a moment of eternity. We inherit the mind of the race created by the fairy-tale, the legend, myth, and song, as well as the struggle with the forces of nature. These tales contain the ideas and ideals which have made our civilization. We need the bard, the minstrel and the story teller today. The soul of music is not dead. It lives in every child's heart and should voice itself in a child's

song. The teacher should "lend to the rhyme of the poet, the beauty of her voice," for ideals are stirred into life through the poet's lines, which awaken desire and high thoughts. The story has a nobler mission than ever before, because of our need of ideals, of patriotism, of service, and of brotherhood.

The child dreams of a star and sees a pathway of light leading up to the heavens above. The dream of a child is the ideal of a man leading out of darkness into the light.

Oh, little child, dream on!

*The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky—
No higher than the soul is high.
The heart can push the sea and land
Further away on either hand;
The soul can split the sky in two
And let the face of God shine through!
And he whose soul is flat—the sky
Will cave in on him by and by*

—EDNA ST. VINCENT MILLAY

The Significance of the Nursery School

By ARNOLD GESELL, M.D.

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WE ARE rediscovering the pre-school child. It is best to say *rediscovering*, because if we take a look backward into the history of education we find that the philosophy and even the practice of the twentieth century nursery school have been anticipated in earlier days. Four hundred years before Christ, Plato described a community nursery as a proper part of an ideal state. He was not over-dogmatic in the matter for he has Glauco say to Socrates: ". . . and concerning the nurture children are to have while very young, in the periods between their generation and their education, which seems to be the most troublesome of all, —endeavor then to tell us in what manner it should be done." One might wish that Socrates had been more specific in his conversations on the subject, because we need some of his wisdom in considering the deeper issues of the nursery school movement of today.

ORIGIN OF THE NURSERY SCHOOL

Twenty-one centuries later a very interesting Englishman, Robert Owen, also drew a picture of the ideal state. Like Plato he mapped out a community system of education which included the pre-school period of childhood. More than that, he founded the very

first nursery or infant school established in England and also the first one ever established in the United States. He anticipated Froebel by two decades. The present day nursery school movement is in a sense a revival of the infant schools which Owen created in his daring educational and social experiment in the dreary factory town of New Lanark, Scotland. That experiment began in 1800 at the beginning of the Industrial Revolution, a time when children, even of pre-school age, were bound out as apprentices to work in the mills for twelve hours a day.

Robert Owen is a figure of historical significance. He was a picturesque mixture of business man, visionary, and philanthropist. Born in humble circumstances he rose rapidly to a position of wealth and leadership. He revolutionized the working conditions in the cotton mills, abolished child employment, introduced playgrounds and Pestalozzian methods of education, transformed housing conditions, established insurance funds; fought for laws forbidding the employment of children under ten. When Parliament asked him how poverty might be done away with he drew a picture of

A New Moral World, an organization to rationally educate and employ all, through a new organization of society which will give a

new existence to man by surrounding him with superior circumstances only.

Exactly one hundred years ago this irrepressible philanthropist came to the United States and purchased a whole village, the Rappite village of Harmony, with its church, its houses, factories, and 30,000 beautiful acres on the Indiana banks of the Wabash! In 1825, Owen appeared in Washington before a distinguished audience, consisting of both houses of Congress, the judges of the Supreme Court, the President and his cabinet. In connection with this address he exhibited a model of the huge hollow square of buildings which he intended to erect in New Harmony. He explained his plans for the redemption of the human race, which included an infant school on the first floor of these buildings.

It was not all pure dreamery. Within a year, in Community House No. 2 of New Harmony, Indiana, Madame Neef was conducting a nursery school of over one hundred children. This woman was the wife of Joseph Neef, an associate of Pestalozzi. Thus by a curious convergence of currents the most modern tendencies in pre-school and primary education came to prompt expression in the middle west frontier.

In a sense, therefore, the nursery school in America, as well as in England, is older than the kindergarten. Broadly interpreted the infant school contained the germ of both these institutions as we know them today, and it may well be questioned whether we ought to make a rigid distinction between them. Kindergarten and nursery school are alike in their recognition of the educational significance of the pre-school years. Thomas Huxley, the English scientist, was justified in this statement:

I think that every one who is compelled to look as closely into the problem of popular education, must be led to Owen's conclusion that the infant school is, so to speak, the key to that position; and that Robert Owen discovered this great fact and had the courage and patience to work out his theory into a practical reality is his claim, if he had no other, to the enduring gratitude of the people.

A still more significant endorsement of the pioneer work of Robert Owen is contained in the parliamentary enactment of 1918 (the Fisher Education Act), which conferred upon Local Education Authorities in England powers to supply nursery schools for children over two and under five years of age "whose attendance at such a school is necessary or desirable for their healthy physical and mental development." Owen clung to the idea that "the infants of any one class in the world may readily be formed into men of any other class." He did not appear to be conscious of those innate and inherited differences which are so fundamental that they assert themselves even in early babyhood. He doubtless overestimated the pliability of child nature; but how much he overestimated it, no one knows, because we have not yet tried out in any adequate way the possibilities of pre-school education.

EDUCATIONAL SIGNIFICANCE OF THE PRE-SCHOOL PERIOD

Perhaps, before we attempt to inquire further into the nursery school movement of today, we ought to consider more carefully this very question, the educational possibilities of the pre-school child. This is a baffling problem, but a fascinating one because its implications are so far-reaching. From the standpoint of mental health and perhaps even from the standpoint of human cul-

ture, the complete realization of the educational possibilities of the pre-school child is of foundational significance.

During the past five years our psychological clinic at Yale has been making studies of norms of development in children from one month to five years of age. Our subjects have been unselected infants who represent average conditions of life and training. In all we have investigated some five hundred children at ten different levels, the neonatal, four months, six, nine, twelve, and eighteen months; and two, three, four and five year levels. Our normative data were secured through psycho-clinical examinations of each child, conference with the mother, and visitation of the home. These data relate to four major fields of development: (1) the child's motor development; (2) his language; (3) his adaptive behavior (intelligence); and (4) his personal-social behavior, as indicated by his personal habits and his general conduct.

These normative and comparative studies have convinced us that there are irreducible individual differences in humanity which assert themselves even in early infancy. Such differences, however, apparently concern capacities and temperamental qualities more than they do the dynamic organization of the individual, or his personality make-up. The traits and trends of the baby's personality are to a remarkable degree the product not of specific inheritance, but of conditioning environment. It is almost dismaying to note how promptly and how relentlessly the conditioning process begins. It begins literally at birth. A new born babe will cry when you suddenly lift him from one position to another; but I have seen at his side a babe only ten days old, who did just the

reverse. The elder babe cried too, but stopped abruptly when you suddenly lifted him. Shall we call the first mode of behavior, instinctive, and the second cultural? And shall we not discern in the conditioned behavior, the mechanism by which personality grows and takes its being in a matrix of social relations?

There can be no doubt that the first outlines, and to a certain extent the very texture of a personality, are laid down in infancy. Here is a passage from a letter of a mother who is making discriminating observations of the mental maturation of her child:

I have summarized his behavior at the age of nine months. . . . I think in the future, considering the rapidly increasing richness of emotional life at this period, that emotional activity should be further differentiated, and perhaps, at a later period, emotional control should also be recorded. I may say that I have seen little of the last mentioned trait exhibited by my young subject. If he feels like crying, he most emphatically cries. He has recently begun to exhibit a rather robust young temper. I suppose any control that he develops will be largely the result of training, so it remains to be seen how efficient I am in that capacity. It is very evident that at about this period my child, at any rate, is very definitely developing a personality. Of course, there were evidences of it very early, but at the same time his emotional life was more or less determined by his physical well-being. It is really rather appalling to consider how large a part we play in molding these personality traits as they appear!

Recently there came to our clinic a lively, attractive baby of twelve months. She had an interesting repertoire of tricks, acquired in part through the unrelaxing attention of an admiring grandmother. This baby could not only play "pat-a-cake," wave "bye bye," and say "Ta Ta" for thank you, but she could respond appropriately to all of the following stimuli: "How does baby

sneeze!" "How does Daddy cough!" "What does the ashman say to the horse!" "How does Daddy scold!" "What does the clock say!" "What kind of a baby did you see yesterday!" The response to the last question is a facial contraction of snobbish repugnance! A few weeks previously the baby's grandmother in making a remark about another infant had assumed a mock expression of disgust. The granddaughter of twelve months imitated the expression of disgust, and on the appropriate stimulus will now reinstate it, very amusingly. It is an innocent trick, but it took only one highly socialized impression to teach it. Does this not show how ready psychologically an infant is to incorporate what goes on about him! His prejudices and predilections accrue as he grows and build his personality.

Indeed the child's "personality make-up," so far as it is a describable subsisting reality, consists in the countless conditioned reflexes, associative memories, habits and attitudes which it acquires as a result of being reared by personal beings. If he were never touched by ministering hands, if he did not see and hear the evidences of humanity, if he could grow up in an absolutely asocial vacuum, it is difficult to believe that he would have any recognizable "personality make-up" at all. The balance, the topography, the well-being of personality depend to a remarkable degree upon the impress of other personalities.

The biologist emphasizes the marvelous interrelation and integration of all the organic world or the web of life. Through the sensitive, sifting processes of evolution, all forms of life have in some way become interdependent. All

species are thus adapted to each other. The psychologist, in an analogous manner, may well point out the interactions and the interdependencies of contiguous personalities. Here, too, in the mental development of each new individual, we see Nature's wonderful web of life, a ceaseless process of adaptation to other individuals; an interplay which inevitably registers itself in the delicate tissue of the child's personality. All children are thus adapted to their parents and to each other. Even the maladjustments between parent and child are adaptations in a psycho-biological sense, and can be comprehended only if we view them as lawfully conditioned modes of adaptation.

It is such considerations which give educational significance to the pre-school period of development. Many people think of the pre-school period as being a period of growth; and in a vague way they think of growth as something which is physical, irrepressible, and predestined, something which will take care of itself. Wait till the child is of school age; then it will be time to teach him. This is a comfortable but faulty way of thinking. Instruction in reading may wait until six, but the organization of personality and even the training of intelligence begin in infancy. Basically the pre-school child is just as much of an educational problem as is the school child.

THE MENTAL HYGIENE OF THE PRE-SCHOOL AGE

Likewise the pre-school age falls within the scope of mental hygiene. We no longer think of mental hygiene as confining itself to adult abnormalities and juvenile defects and delinquencies. Mental hygiene in a preventive and

regulative sense concerns itself with the whole developmental span; and does not underestimate the formative and the symptomatic significance of infant behavior. A child of one may already be a victim of vicious upbringing and a bundle of unfortunate personal habits. A child of two may be so "spoilt" that he is excessively aggressive and petulant. A child of three may be inordinately jealous, nourishing hate and destruction. A child of four may be habitually tearful, sulky, discontented, timorous. A child of five may dominate the household with temper tantrums, or exploiting explosions. A child of six may, sometimes, be as eccentric and inscrutable as a miser. So all along the pathway of development children display how they are taking the journey and enduring the march. Some of these "behaviorisms" may well be as inconsequential as a passing infantile lisp; others, however, are charged with portent because they are the historical end products of unfavorable family conditions. These conditions are in some instances so consistently unfavorable that they actually curtail and distort the growth of personality.

Mental hygiene, like charity, begins at home. But it does not end there. Nursery school and kindergarten alike will have an increasing part to play in developing specific forms of mental hygiene service, which will help to strengthen the home and make up for its deficiencies.

During the past year we have been making a study of certain mental hygiene problems as they present themselves in children of kindergarten age. The teachers of 2700 kindergarten children were asked to report all cases which they considered in any way exceptional from an educational point of view. In

summary the results of this census were as follows:

a. Children of superior capacity as shown by general ability, leadership, and special gifts or talents.....	60
b. Children with handicaps of seeing or hearing, or crippled.....	27
c. Children with defective speech, (malarticulation, stuttering, or infantile speech).....	37
d. Children with inferior or defective intelligence.....	40
e. Children showing faulty behavior or conduct disorders.....	80

Counting none twice this is about a total of..... 244

These figures are purely suggestive, but they are not misleading. We have significant descriptive reports on many of these cases; we have seen many children of pre-school age who were referred to our clinic because they were behavior problems; we have seen a large number of randomly selected children in their homes. In addition the clinic has recently made an intensive study of twenty-five children reported from two kindergartens. On the basis of evidence from all these sources it is certain that there is an appreciable minority of kindergarten children who for reasons of mental hygiene require special guidance provisions.

By thumbnail comments we may call the roll of some of these cases, quoting from the teachers' reports or from the case records.

1. Boy, age 5. Very small for his age. Looks like a child of three. Is very shy. Cries almost every time anyone speaks to him.
2. Boy, age 5. Good, healthy, strong-looking, but stammers badly. Is very stubborn. Sulks a great deal.
3. Girl, age 5. A peculiar child. Always stays by herself. Children do not like her.

Has peculiar gait. Seems to have original ideas, but finds it difficult to express herself.

4. Boy, age 6, in kindergarten. Has frequent spells of violent temper both in school and home.

5. Boy, age 5. Is unintelligent. Does not understand the simplest directions.

6. Girl, age 5½. Normal child, but talks with very indistinct articulation.

7. Boy, age 5. Normal in appearance, but very difficult to converse with. Very slow and shy. Has not talked any all year.

8. Girl, age 6. Seems very shy. Has talked very little while in the kindergarten.

These cases of excessive and unnatural silence are far from rare. They are all too common. By "their mute, dumb mouths," they declare unwholesome states of personality.

This list might be continued indefinitely, and might be extended to include still more gravely exceptional cases, some of which are barred from kindergartens because there are no provisions for them. In an approximate way, it is safe to say, there are at least four children out of every hundred enrolled on the attendance register, who constitute mental hygiene problems and who need special educational measures.

For some reason or other the American kindergarten has not fostered any of the special class and auxiliary teacher provisions which have grown to be such an important feature of elementary school practice. It is highly desirable that the kindergarten should enter systematically into this same field of work. It is certain that a considerable amount of preventive and ameliorative work can be accomplished by beginning early and meeting the behavior problems, the mental hygiene problems, before the child reaches the elementary school. From the standpoint of child hygiene and public school policy there is no

sound reason why special provisions for educationally exceptional children should be limited to pupils of elementary and secondary school age.

It is not necessary to segregate these exceptional pre-school children in special classes. It is possible to institute special individualized programs for exceptional children within the regular kindergarten room. The very flexibility of the kindergarten makes it possible. With only minor adjustments of organization it will become feasible to study the mental hygiene needs of special cases and to provide for these needs in the ordinary kindergarten. This individualized special guidance work¹ could be readily developed by a mobile, but only semi-detached auxiliary type of kindergarten.

Elementary education in general has been immeasurably benefited by the creation of special provisions for exceptional children. By the same token the status of the normal pre-school child will be much improved if we cease to neglect the educational welfare of the handicapped pre-school child. A painstaking solicitude for one deaf child three years of age will, like the bread on the water, bring fruit to a thousand children who hear.

We have given special consideration to these problems concerning the mental hygiene of the pre-school child because they represent a field of work on which nursery school and kindergarten can enter upon common terms. Whatever

¹ The New Haven Schools are taking a first step in the organization of special guidance work. Miss Jessie Scranton, Supervisor of Kindergartens, has assigned one of her teachers to this particular field. This special Guidance Kindergarten will do individual work with a group of cases investigated by the Yale Psycho-Clinic. The work will be conducted in close relation to the regular activities of the kindergarten.

doubtings there may be on other issues, it is certain that mentally handicapped pre-school children and the parents of these children are entitled to special educational guidance. Such special educational relief measures will always be ameliorative and humanizing; often they will prove preventive. Their application will also aid us in arriving at methods of approach to the whole problem of improved social control of the pre-school period.

THE SOCIAL CONTROL OF PRE-SCHOOL HYGIENE

The social control of the pre-school period is a rather broad and abstract phrase, but it is not an empty one; nor need it be a terrifying one. In spite of the relatively undefined legal status of the pre-school age of childhood, there are already three agencies or institutions supplementing the home, which unmistakably indicate a socialized trend away from indifference and toward positive protection. These three outstanding agencies are: the Infant Welfare (and Child Health) Center, dating back to 1895; the nursery school, founded in 1816 and revived a century later; and the kindergarten, established in 1837 and first incorporated in an American school system in 1873. In a certain sense all of these three institutions are still in an embryonic, frontier stage of development. In many communities not one of them exists. Only ten children out of every hundred of kindergarten age attend a kindergarten in America. In some states the percentage enrolled is treacherously near zero. In New York City an astonishingly high percentage of infants are registered in Baby Health Stations, and there are almost a thousand kindergartens in the public school system

of that city. Minneapolis has undertaken an important program to extend more systematically the welfare and hygiene provisions for its pre-school children. Numerous demonstrations and similar movements toward coördination in the field of pre-school hygiene are under way throughout the country.

Kansas City, Missouri, has accomplished a noteworthy piece of work with a moderate community chest appropriation, supplemented by the free service of over 3000 volunteers who in one year gave over 13,000 hours of their time. A local Children's Bureau has been established. Its purpose is officially stated as follows:

To teach prevention rather than cure, and to help parents to keep children well during their first six years and to bring them into school with as few physical defects as possible.

This purpose is effected by:

1. Educating workers.
2. Taking a yearly census of pre-school children.
3. Making a physical examination of all these once a year.
4. Following up each case found by the physician to need attention, to learn if it has been given, and, where necessary, assisting parents to get children to physician, clinic, or hospital.
5. Keeping in a permanent file the physical history of each child, for the information of parents, the Board of Health, and the School Board.
6. Educating parents and the general public in the physical needs and proper care of children from birth to school age.
7. Promoting the formation of classes in home hygiene, prenatal care, nutrition of infants, home nursing, and formation of health habits; and taking into individual homes information as to the safe environment and care of children.

The spirit of the Kansas City Children's Bureau breathes in this legend found on one of its mailing cards: "Are Your Children Growing as They Should? The City Government wants to Know."

So the pre-school period of childhood, like the school period, is steadily coming under social control. The state cannot, the state will not, entrust the welfare of even young children entirely to the dictates of the home. In all sorts of ways the community, through social effort, has entered upon the task of surrounding the pre-school child with the same developmental safeguards which have been extended to the school child. It is an enormously complicated task, but an inescapable one. It will prove less simple than the task of erecting public school buildings, organizing courses of study, and compelling universal attendance. The social control of the welfare of the pre-school child will be concerned in a more individual and personal way with preventive medicine, mental hygiene, and parental guidance.

We need not fear that the home is about to be undermined. The purification of milk and water, the establishment of public libraries, and of public elementary schools have not weakened the home or bereft parents of their children. If we have vague fears in regard to the nursery school movement, let us recall the kind of opposition which the kindergarten has had to meet. As late as 1900, a conservative formulated this protest:

The kindergarten encroaches, without justification or understanding, on these inalienable rights and duties [of the family], and thus injures the moral training of individual children, and also hinders the progressive moral development of parents.

If we do not admit this as a sound criticism of the kindergarten, shall we count it as one against the nursery school?

THE SOCIAL SIGNIFICANCE OF THE NURSERY SCHOOL

The educational ladder of the American public school system is a tall one and a stout one, but it does not reach the ground. At least, it does not have a solid footing. Only one child out of every eligible ten attends a kindergarten. A small proportion only of infants have the safeguards of continuous, periodic medical supervision, either by family or health center physicians. A very small number attend nurseries with educational and hygienic advantages. Parents continue to exercise their natural prerogatives in the complicated task of rearing children, but without systematic preparation and guidance.

The significance of the nursery school lies in the fact that it represents a deliberate attempt to furnish a more solid support for the educational ladder. It is too early to predict the course of the nursery school movement. These schools are still too few in number and too varied in kind. But they are multiplying; and they carry both challenge and promise.

Clustered about the base of the ladder now are four child welfare agencies: the infant health station, the nursery school, the kindergarten and the home. All of these agencies are concerned with maintaining the health and development of the pre-school child. The pre-school area of child hygiene is a natural unit in the field of social endeavor. Only when these varied agencies are brought into many-sided coordination will the ladder of childhood have a firm foundation.

It is highly desirable that this work of coordination should be hastened. The nursery school ought not to grow into a

unique, independent institution; and we must not view it too suspiciously as an alien invader. Indeed the durability of the nursery school will depend upon its capacity to develop vital relations with the home, the family, the family physician, the health center, and the kindergarten. Should the nursery school become a thinly disguised day nursery for the custody of children its future is doubtful. If, however, it becomes an educational adjunct to the home for the instruction and guidance of parents, and ultimately for preparental training, it will actually strengthen rather than weaken the modern day family.

The home is, indeed, the foundational institution of the social structure; it has persisted through the ages, but not without changes in response to the fundamental needs of society and of the child. Society is now demanding in rather clear terms that pre-school children from birth to school entrance should receive the basic opportunities for complete development; but it is not making the demand at the expense of the family. The nursery school in its zeal to serve the immediate needs of the child should serve them in such a way that the responsibility of the home is sharpened but not dulled. It is, therefore, very encouraging to learn from one nursery school that the mothers have said that the nursery school instead of relieving had increased their burdens! This school, by the way, is conducted on a half day rather than a full day basis.

It is by no means certain that we ought to commit ourselves at the beginning to a full day nursery school session. Indeed the requirements of different children for different ages vary so much that our whole nursery school practice might well be made as flexible and adjust-

able as the service of a modern medical dispensary or hospital. It is also possible that the organization of the kindergarten has become too fixed and rigid and that below the five-year age level in particular it should be free to render its services in an equally flexible manner. Theoretically it is impossible to draw an arbitrary line between the upper limits of the nursery school and the lower limits of the kindergarten, and a high degree of flexibility as to program and procedure will aid in bringing these two agencies, nursery school and kindergarten, into coöperative and effective working relations.

The nursery school should for the same reason maintain multiple contacts with all forms of infant welfare and child health center activities. In some way or other our periodic health service, which is now rendered by the baby health station and the child health center, should become related to the activities of the nursery school.

The problems of physical health and educational welfare are so inextricably related that it is impossible to conceive that there will be a separate organization for the protection of the physical welfare on the one hand and of mental welfare on the other. The natural goal of present trends in child hygiene appears to be a broad and comprehensive type of developmental supervision which will make no arbitrary distinctions between physical and mental hygiene. Only by accepting such a conception as that of developmental supervision can the varied agencies in the field of pre-school hygiene be brought into integrated relation with each other.

Finally there is one other unifying conception which should keep us all

marching in the same direction, namely, the importance of preserving in its fullness the parent-child relation. There is actually a tendency in the field of pre-school hygiene that we shall place a disproportionate amount of emphasis upon the importance of the child, as a child. Such emphasis may easily lead us astray in our philosophy and our

practice. The only principle which can keep us from going too far astray in this complicated field is that which frankly accepts as basic and all-determining the preservation of the parent-child relation. Nursery school and kindergarten alike can receive inspiration as well as guidance by a recognition of the central importance of this conception

THE faith that we have in democratic forms of living and working together rests on the solid fact that men and women are capable of being made more responsible and more intelligent through training. It is doubtful if the ideals of democratic life could be anything but an intellectual mirage if we could not believe in the educable qualities of men and women. Therefore, schools, more especially public schools, from the town kindergarten to the state university, are the main instrumentalities consciously used by the nation to realize its hope of success in popular government and its associated co-operations. They are the chief means for the deliberate improvement of human nature so that it will be able to meet the essential obligations of democratic life.—HENRY SUZZALLO in *Our Faith in Education*

The Kindergarten Situation in Hawaii

By FRANCES LAWRENCE

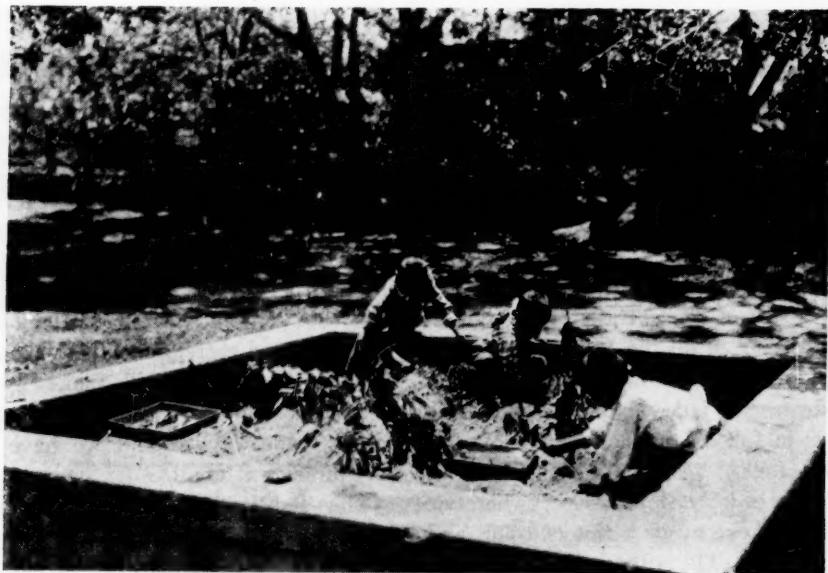
IT IS the month of June in Hawaii, a sort of concentrated June, the essence of all the Junes commemorated in verse and song. Honolulu looks festive indeed, with her flowering trees in full bloom, her wealth of new green foliage against a background of rainbow bedecked hills. Everywhere one looks the eye meets a riot of color, and such color! The brilliant poinciana regia, the blue jacaranda, the yellow and pink shower trees, the beautiful oleanders, and fitting the picture so perfectly it seems as though they were made especially for this lovely garden, are the children dressed in bright colors, skipping, running or walking sedately over the green grass.

The parents of these children have come from many lands, China, Japan, Portugal, America, and all have found a welcome from the native Hawaiian expressed in the word "Aloha." Today Hawaii, upon her own request, is a Territory of the United States. As such, with her polyglot population, there are many problems to solve, not the least of which is her race problem. In view of recent legislation one wonders just how serious at least one phase of this problem may grow to be. However, we all know that the steps taken now toward establishing friendly relations among and a better understand-

ing of the various race groups living here, and especially among the children born here and therefore to be citizens of the United States, will make for a united people and we even hope to awake some day to find we have no race problem after all.

The Pan-Pacific Union is a very large and active organization working directly with representatives of all the races bordering the Pacific Ocean, with the purpose of bringing about a better acquaintance with each other and with the cultures each country represents; and by conventions of various kinds, to make available for all that which each has to give for the common good. This organization is far-reaching, but it works only among adults.

The Free Kindergarten and Children's Aid Association of Honolulu, believing as it does, that the early days are the most important in this melting pot process, maintains ten kindergartens supported by private subscription. The last four years the money has come through the United Welfare Campaign, a great relief to our financial committee. Last year, however, the United Welfare Board, finding that it must cut expenses somewhere, and believing that it was making an expedient move, cut the budget of the kindergarten by some nine thousand dollars, with the recommenda-



HERE ARE MOUNTAINS AND RIVERS AND CITIES IN THE LARGE SANDBOX, WHICH IS KEPT FULL OF WHITE OCEAN SAND



A TRAIN AT PALAMA KINDERGARTEN

tion that the kindergartens charge one dollar per month to each pupil and so make up the deficit. This was a direct slap at free education, a thing America has always held sacred. If carried out, this policy would put the kindergartens upon the private school basis, probably taking away their right to draw funds from the United Welfare drive. But worst of all, it would delay the introduction of the kindergarten into the public schools indefinitely. The Association refused to consider such a course, determined to run as long as funds held out and then close the kindergartens if necessary. So far it is ending the school year with flying colors, and hopes to begin the new year in full force.

The ten kindergartens maintained by the association enroll about one thousand children at one time. In other private kindergartens on the islands there is another thousand children. There are thirteen thousand children in the first grades, showing that even allowing for repeaters, the field is not more than one-fifth covered by the present kindergartens. The next step, of course, is to introduce them into the public schools. Unfortunately our legislators and hardheaded but shortsighted business men have not seen the vision that education of the pre-school age child offers, and are unwilling to add even a small amount to the already very large public school budget, for this purpose. It will require much education to change this attitude and this the Free Kindergarten and Children's Aid Association has undertaken to do. It fully realizes what it must combat in the way of prejudice, large taxes, and the belief that we are now giving enough free education to a large alien population which furnishes

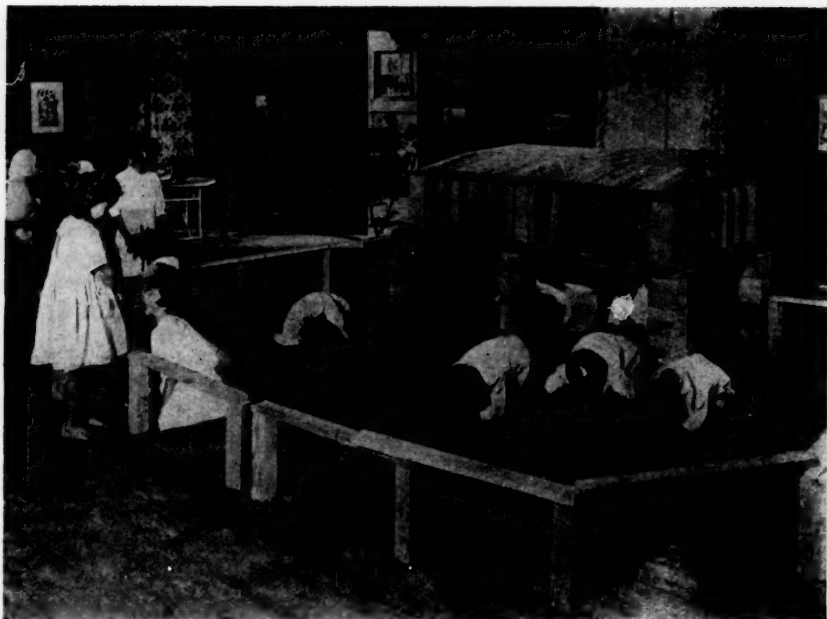
most of the children and pays little or none of the taxes.

Quoting from a leaflet printed by the Honolulu Free Kindergarten Training School Alumna Association:

We firmly believe that in promoting health, in teaching English, in reducing retardation, and in laying the foundation for vocational training, the introduction of the kindergarten into the public schools of Hawaii would prove an economy rather than an expensive luxury, aside from the consideration of the ideal "that there should be a full explicit partnership between the community and the individual, that the community shall without stint place its full resources at the disposal of the individual, and the individual thus assisted to his fullest development shall place himself unreservedly at the service of the community." From *Economic Justice*, by Gerard Collier, M.A.

The ten kindergartens of the Free Kindergarten and Children's Aid Association, realizing their great responsibility in proving the worth of the kindergarten to the community as well as to the individual child, have made great strides in three directions this last year: in health education, in English, and in Americanization, although we dislike the latter term, with all its usual implications.

We really are very proud of the progress we have made in health education. The International Institute of the Y.W.C.A. has loaned us Mrs. James Russell, its nutrition expert, to work among the groups of mothers and children offered by the kindergartens. Dr. William Emerson's red, blue, and white card system has been used in all our kindergartens. The official looking card going into the home brings an immediate response. The mothers of the red card children come running to the kindergarten to inquire its meaning. The children them-

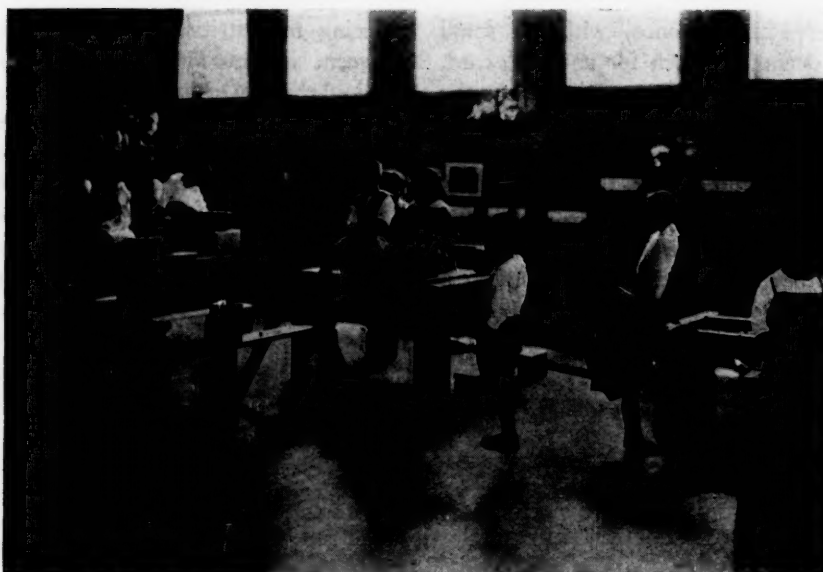


RABBITS IN A RABBIT HUTCH



A FLORIST'S SHOP

The children have collected all the flowers used in playing store. It is a busy day



BLOCK PLAY AND DRAMATIC GAME INSPIRED BY A VISIT TO A BLACKSMITH SHOP

The children are taking a ride in the wagons while the hobby horse owners at the right are having their horses shod at the blacksmith's

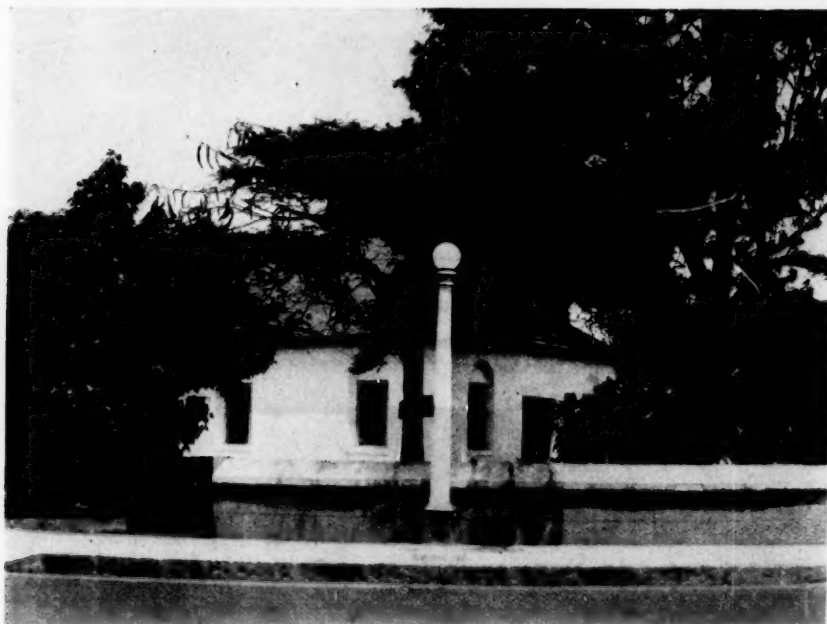


CHILDREN OF THE KINAU KINDERGARTEN TAKING THEIR REST OUT IN THE SHADE OF A LARGE MONKEY POD TREE

selves start at once, with no small self denial, to work for a white card. Thus, together, the child and the mother win out, with the teacher's and doctor's help. The children learn to drink milk, they take their rest without a murmur on the promise of a gain in weight, forego candy, tea, coffee, go to bed with the chickens, and all for a

reducing malnutrition from 42 to 14 per cent in one kindergarten of one hundred children of Oriental parentage.

Mothers' meetings go hand in hand with the nutrition work. The Orientals especially find it difficult to feed their children with foreign foods, and when obliged to use them do not know how to make them palatable. So Mrs. Russell



THE NEW OFFICE OF THE FREE KINDERGARTEN AND CHILDREN'S AID ASSOCIATION

First school house built in Hawaii some time prior to 1833. Adobe. Restored four years ago.

precious white card. So do we learn to value and appreciate health.

Mrs. Russell has also organized and oversees eight or nine nutrition classes that meet every week. With the co-operation of the Palama Settlement district nurses and the Children's Hospital, many defects have been remedied, and the children made free to gain. In six months we have succeeded in

plans a program for the mothers in each kindergarten once a month, taking up foods and other problems relating to child care. The mothers simply absorb the receipts Mrs. Russell gives and the day after a meeting there is a run in the market on the particular food used in the demonstration. If a mother cannot attend she sends the father. The children like the new dishes and so the mother

makes them again and again. One mother said "Oh why did you not start this six years ago when all my children were little? It is hard to get results with the older ones now, but the little ones respond at once." Some of the mothers have put their whole families on the régime recommended for the malnourished child, with good results. Even some of the underweight mothers say they have been drinking milk and napping with their children in the afternoon and are feeling the benefit.

The morning program of the kindergarten is built about the health needs of the children and is approved by Dr. Emerson. The first hour or so the children have many kinds of materials to use in quite free ways. The atmosphere of the kindergarten is kept restful or "softly noisy" as one gifted visitor expressed it. Everybody is busy, "like a beehive," it is often said. Little brown legs and arms with a brilliant patch of color between flitting to and fro, the result,—a doll house, a train, a street car, and a most interesting dramatic play going on true to form. After this period the children go out doors for a romp, races, ball games, or other vigorous exercise. Then they come in for their luncheon, which consists of half a pint of milk, a bowl of warm rice or two graham crackers. After this lunch the children lie flat on the floor on their backs and rest for twenty minutes. There are little individual pillows, and where necessary, little blue cotton flannel covers. Often as many as thirty children go to sleep and every day some drop off.

Testimony after testimony comes in from every quarter to show how effective is this health education. It strikes at the

root of most of the ills of the community, and because of the results we have secured this year we dare to believe that it will be possible in a few years to bring every kindergarten child up to normal weight, providing there are no defects, and to start him out in his school life well on the road to be "healthy, wealthy and wise."

Instead of "Americanization," I prefer to use the term "friendly relations be-



THE JANITOR'S FAMILY
(Chinese)

tween folks," as it more nearly expresses our efforts. To be sure we salute the flag with great ceremony, which always impresses visitors, and we sing "My Country 'tis of Thee" almost as well as the third graders do, only maybe the words are not quite so distinct. These have their influence, no doubt, or why would schools spend so much time over these drills? But we know that the real work is done by the *real* friends the

teachers make among the parents and pupils. With the parents ready to go more than half way where their children are concerned, the amount that can be accomplished in this direction all depends upon the teachers.

At the mothers' meetings the needs of the kindergarten in the way of equipment are explained and we have always met with a hearty response. The children are asked to bring ten cents a week for equipment, the rice for the lunch and money for milk if they need it. Besides this the parents are buying three pianos on the installment plan. Several fathers have done the initial digging and preparation of gardens for the children. One father brought ten gunny sacks of ocean sand, explaining that he was a drayman and could bring them after work hours. In the poorest district of all there is a well organized mothers' club which has installed a telephone in the janitor's house for the convenience of the teacher. This club has bought tables and chairs from time to time, has given the kindergarten parties at which the members have officiated, even to preparing the refreshments and the program, and they now give the director ten dollars a month to spend as she sees the need. Just now she is saving it up to purchase blocks. There is also a nest egg of three hundred dollars in the savings bank toward a new building or an addition to the present one.

When the mothers visit the kindergarten the teachers explain what the children are doing and, as far as they can, why they are doing it, how the toys are being used, the subject matter developing, the habits the kindergarten is trying to develop in the children. They listen to all the mothers have to tell of their children, an ever interesting topic and a bond between them, and answer all the questions patiently. This taking the parents into the confidence of the teachers is bringing overwhelming results. Entertainments given by the mothers to raise money for a specific object and the *luaus* given with the surplus, help to bring about ever friendlier relations.

The accompanying pictures speak for themselves. Our climate makes it possible to establish very close relations with nature. Chickens, cats and dogs, birds, bees and flowers, the mountains, the valleys, the winds and the rainbows form a very vital part of our life here. So in the kindergarten the subject matter clings closely to the skirts of dame nature. From her we get much of our inspiration all the year round.

But above and beyond everything else we are trying to do we have ever before us the needs of the individual child and his development. "Catch 'em young" is an old saying, and I know of no place where it is more applicable than in Hawaii, and no place where the returns will be so large.

National Council of Primary Education

FRANCES JENKINS, EDITOR

Introducing Our Leaders and Our Plans

The National Council of Primary Education has been moving forward for ten years. Its influence has permeated school-room procedure throughout the country. Personal influence and the inspiration of the July and February luncheons have been the main factors in this growth. To give tangible form to the luncheon discussions and the splendid work of devoted committees, bulletins have been issued from time to time. Reprints of certain of these bulletins have been needed frequently to meet the demands for them, excellent testimony as to their usefulness in the schoolroom.

Gradually there has come a realization that the Council should have a more definite medium for getting its message to the teachers of the country. The opportunity to be a part of this new periodical, *THE JOURNAL OF CHILDHOOD EDUCATION*, fulfilled in most satisfactory fashion the hopes of the Council leaders. Surely a new day is heralded by the getting together in one publication the contributions of all who are interested in the education of the young child.

In this opening number and in the next issue those who are carrying the responsibilities of the Council are giving brief messages showing the trend of progressive education. Out of the whirlwind of final examinations, of promotion plans, of the endless detail which gathers about the close of the school year, of the further

detail connected with opening summer schools, (for copy had to be made in June) they have sent their interpretation of the better things desired for the country's children. You will find here a fine philosophy of education, a scientific attitude toward the problems which confront us, best of all a belief in the possibilities of childhood. These contributions show in miniature the lines of thought which the Council leaders hope will find development in these pages from month to month.

The final test of the success of our new venture will be the personal relation which every grade teacher assumes toward its pages. We are eager to have definite touch with the classroom teacher. To make this possible a column will be devoted to Current Problems of the Early Grade Teacher. To this column we invite contributions. Ask questions when you find difficulty in working out Council principles in the classroom. Send comments or questions growing out of the articles published in the *JOURNAL*. Tell us what you have done or what you have read, which is worth passing on to others. Feel free to make use of the column in any way which will help you with the problems in your classroom. Let us work together to give the young children a richer heritage.

—FRANCES JENKINS, *Assistant Professor of Education, College of Education, University of Cincinnati; Editor, National Primary Council Department.*

Foreword

"The first condition of education is stability. Authority is the free force of the soul or it is nothing. We do not possess it from the simple fact of being fathers and mothers—it belongs only to those who have made themselves worthy of it. Authority consists in giving by one's attitude, his bearing, all that he does and says, an impression of reality, of verity, of uprightness, in a word, making manifest through his conduct the very laws of life."—*Charles Wagner.*

Nearly ten years have passed since the first group of Primary Councilors gathered around the lunch table and discussed the outstanding problems of early education. The outcome of their discussion was the platform of the Council which has been continuously emphasized ever since: "greater use of activities in the primary school, greater freedom of method for the primary teacher, and greater continuity of purpose through closer coöperation with the kindergarten and with the grades above."

From the beginning there has been the most cordial coöperation between the leaders of the Council and of the International Kindergarten Union. The old gap between kindergarten and first grade, so evident ten years ago, is to-day almost forgotten in many places, where the pri-

mary room is a kindergarten grown larger, where stiff rows of seats have given way to cozy chairs and tables, and where happy, childlike activities take the place of formal recitations that require restless little people to "sit in position" for long periods.

Members of the Primary Council congratulate the kindergartners on the growth which makes possible an independent publication. We are happy to have a share in the new venture and are already sure that when we are asked in the future, "What is the best magazine for teachers of little children?" we shall answer without hesitation, "THE JOURNAL OF CHILDHOOD EDUCATION."—*ELLA VICTORIA DOBBS, Associate Professor of Industrial Arts, School of Education, University of Missouri, Columbia, Missouri; Chairman, National Council of Primary Education.*

Education in a Democracy

"The school should be a model home, a complete community, an embryonic democracy."—*Colonel Francis W. Parker.*

If we believe that a democracy is the best form of government upon earth—that it inspires and develops the best qualities which human beings possess,—then we, as parents and teachers, must accept more intelligently and concretely, the responsibility for creating conditions which foster in children the specific qualities which a democracy needs in order to fulfill its great possibilities.

Experience has taught and recent scientific investigation proved that the habits and emotions, the satisfactions and repressions, of early childhood are

astonishingly large factors in determining the manifestations of adult life.

Long forward strides have been made which tend to give the modern baby good physical care at the start of life, but the intellectual, artistic, and spiritual needs of the child under four years of age are as yet little understood or appreciated even in the most enlightened homes of the world. Yet modern psychology places the fundamentals of character formation chiefly in these pre-school years. Are the schools wiser than the homes? We fear not.

Today many schools approve conditions which directly and constantly stimulate in children purely selfish ambitions. From babyhood they are trained to com-

pete for the top place, and praise goes to those pupils who, by hook or crook, succeed in getting ahead of the others intellectually, or, through athletics, physically.

To add to this serious mistake, the only type of mind which educational authorities seem to welcome is the one which has facility in memorizing facts or in grasping easily mathematical and language technique,—a child with artistic endowment or one who has creative ability distinctly *manual*, or one with an original mind which delights in investigating and in experimenting with materials or ideas,—is a school misfit. Such children are put through the regular academic mill with all the others and not infrequently get a failure complex—a discouragement from higher institutions of learning that is as tragic as it is unfair.

To a good teacher and parent each individual is important, whatever his strength or weakness may be, and a system of education is wrong in a democracy which does not plan to develop each child to his fullest capacity. "A chain is not stronger than its weakest link," and ultimately, the value of each individual is measured by the strength and virtue which he contributes to the endless human chain which stretches back through countless ages of development and forward to or through eternity.

The principle of coöperation is generally ignored in theory and despised in practice, yet it is precisely this principle of mutual aid and responsibility which underlies progress in a democracy.

We might sum up the fundamentals of education in a democracy for the development of the highest type of citizenship as follows: Such education prescribes

1. A wholesome joyous atmosphere for children to live and grow in, an environment where health and happiness are prime essentials.

2. Surroundings pervaded with beauty—in sound, color, and motion—where order and cleanliness are considered to be of fundamental importance in daily living.

3. A community rich in stimuli to all forms of educative occupation and play. In it, children will continuously and spontaneously use every avenue of expression they possess in many forms of satisfying social activity. Useful skills and abilities will be acquired as children seek to accomplish ends which they themselves consider worth while. Interest will impel effort, and effort will produce satisfying results. Drill will be an individual matter varying in amount according to the rapidity with which a child gains control of practical mathematical operations and language technique.

4. Conditions which encourage children to exercise their own choice in conduct and in activity—which give to them a wide scope for freedom, judgment and initiative; yet which, at the same time, recognize the necessity for developing in them habits of self-control, of obedience to law, of coöperation, of responsibility for usefulness in the community. Such conditions involve wise, sympathetic guidance and discipline, and a large measure of experienced adult supervision.

5. Finally, such education demands that teachers and parents study children with open minds and humble hearts, with a scientific attitude which eagerly seeks the help of experts; that, as students, they seek to apply principles that are in harmony with the laws of human development; that they educate their children in community service and activities as the best means of developing in them the noble and effective qualities which a democracy needs; that they seek to make children grateful to the past for all they have received and eager to make their best contribution to the future; that they strive to train them to carry willingly their full share of the burdens and obligations of citizenship, while they enjoy their full share of its privileges and blessings.—FLORA J. COOKE, *Principal, Francis W. Parker School, Chicago, Illinois; Member of Advisory Board, National Council of Primary Education.*

Progress in Freeing the Primary Grades from Traditionalism

Each stage of our national development has brought a new diagnosis of the special needs of children. The need of a more educated electorate brought education into the care of the state. With this step came the analysis of the "impressive powers" of children. When the nation reviewed its progress and industrial possibilities at the celebration of its Centennial of Independence, the need of training the children's "expressive powers" was recognized. Not until the nation had time for the recreative side of life, which came at the time of the review of four centuries of growth at the World's Exposition, did the social needs of children gain emphasis. The international crisis has brought the study of the physical and emotional phases of child life and the need for more recognition of individuality.

The first diagnosis resulted in taking the children from the home, and while it has helped in mental training, it did not strengthen social training. The objective teaching of that time still has influence, it marked the beginning of teacher training. The second diagnosis introduced play as an "educative force" and was the means of bringing the study of child psychology into great prominence. The kindergarten, manual training, and special training for children with physical defects, became a part of the educational plan. The third diagnosis brought the recognition of the

fact that all environment is educative. This resulted in the introduction of much new equipment into the schools and added to the responsibility of the state for "educating for citizenship." Gymnasium work, art, science and vocational training resulted, as well as the demand for better trained teachers. Child psychology brought the special schools for mentally defective children. The fourth diagnosis has resulted in special attention to social and civic needs. Child welfare work, scout organizations, greater opportunity for individual and group contributions, the study of emotivity and its relation to physiological activity, are in process. All of this special work is bringing the home into more responsible relationship to the school life.

Each diagnosis has begun with an earlier period of childhood, and the best results have been carried through all periods of child development. Therefore the strength and progress of such scientific analysis seem assured. The span of time between succeeding diagnoses has lessened; more individual needs have been analyzed each time. It naturally follows that there is hope for still greater improvement with each new diagnosis, and a more definite facing of responsibility in meeting each new analysis.—FAYE HENLEY, *Director, The Orchard School, Indianapolis, Indiana; Member of Advisory Board, The National Council of Primary Education.*

Developing Unity of Effort for Progressive Education

"We raise no monument to the memory of those who said it could not be done: nor will stones arise for those who inform us that, being done, they thought so also. We cherish the memory of first believers only; there are no great acceptors."—*Martin H. Fischer.*

There are many honest differences of opinion among the workers in any school system, but there is also a common ground upon which most of these workers stand,

that of devotion to the interests of children. Recognition of this latter fact brings about a mutual respect and confidence that are the first essentials of unified

effort. Social-professional gatherings of which kindergarten clubs and primary councils are examples, bring school people together. Acquaintance and informal exchange of experiences have a great influence. Principal, Superintendent, and Boards of Education are bound to recognize the spirit of teachers who voluntarily organize and not only willingly but enthusiastically attend regularly meetings for the betterment of their work. The teacher's earnestness is met by confidence and coöperation from the administrative officers.

Careful classroom procedure, fusing the best of the old with the new, assures strong, stable work. Results are always convincing. These show that with equally skillful teachers, children that are allowed self-expression, self-control, and the pursuit of varied interests, bring to the regular subjects an alertness of mind, keenness of intelligence, and independence of thought that greatly facilitate their mastery. This is not conjecture; there is ample evidence to bear out the statement. During the past school year, tests conducted in the Hammond Schools showed the medians

of groups having the freer type of instruction to be the highest in the city and much above standard, proving conclusively that so far as the classes tested were concerned, the work of the Three R's was vitalized and perfected by such instruction. When the highest records are consistently from schools in which progressive methods are used, regardless of locality, credit must be given to those methods.

Careful procedure also includes making the most of materials and equipment at hand. Requests for new and expensive materials are hollow when not backed up by demonstration on the part of the teacher of ability to use wisely and fully what she has at all times.

Nothing is quite as convincing as to the value of progressive methods as the children themselves. Their enthusiasm, self-reliance, sense of responsibility and general ability are powers we cannot question. Let us be sure that those whose coöperation and support we wish to secure have some observation of the children in action.—ALTA ADKINS, *Assistant Superintendent of Schools, Hammond, Indiana; Executive Secretary, National Council of Primary Education.*

Equipment Fitted to Children's Needs

"The only way in which adults consciously control the kind of education which the immature get is by controlling the environment in which they act, and hence think and feel. We never educate directly, but indirectly by means of the environment. Whether we permit chance environments to do the work, or whether we design environments for the purpose makes a great difference. An intelligent home differs from an unintelligent one chiefly in that the habits of life and intercourse which prevail are chosen, or at least colored, by the thought of their bearing upon the development of children."—*Democracy and Education*, p. 22, John Dewey.

Education is the effort to meet the needs of children in their growing into

happy, useful men and women able to work hard or play happily. If we accept the objectives of education from the standpoint of the child's needs, we recognize that in his growing up he engages in certain activities, stimulated to these by his surroundings—the "designed" environment of Dr. Dewey's statement quoted above.

Do we desire to stimulate to "those activities which tend to the maintenance of life and health?" Then we provide spacious playgrounds, sunny school rooms; furniture adapted to different types of work; balls of all sizes; large blocks which involve lifting, reaching, tugging; chairs and tables fitted to children's stature; proper toilet facilities; pictures giving ideals of healthful beauty in posture.

De we desire to help toward the "need for practical efficiency"? We provide the common tools of everyday life with which the children may gain experience—pencils, crayons, paint brushes, scissors, hammers, saws, large needles, rubber type outfits, typewriters; the common materials—paper, clay, cloth, paint; that they may know their possibilities. We place within their reach picture books of common everyday objects, books with lovely pictures and familiar rhymes, picture blocks, word puzzles, games which involve the tools of learning; cupboards where children may learn to care for their belongings.

Do we desire to encourage "coöperative undertakings"? We provide large sand-tables for group work, spaces for making community posters, tables at which groups may work, assembly rooms in which children may tell each other of their lessons and their trips, or may present dramatizations.

Do we desire to help toward gaining the ability to "make wise use of leisure"? We provide a victrola, beautiful colored papers, colored prints of great pictures,

clay for the child who works with skillful fingers, more books for the book lover, exhibits of children's treasures, gardens, parks and playfields.

The room must be in turn a workshop, library, assembly hall, gymnasium, and at all times a meeting place for the exchanging of ideas. It must be a room which invites to thinking and doing. How shall we secure this? Enlightened communities are yearly providing for it in larger measure. Sympathetic coöperative shop men are helping to provide display boards, chart holders, toys, and cupboards in which to store all these things. Parents are making gifts and saving waste materials for the school treasure box. Teachers are skillful in devising inexpensive apparatus. Children, guided by teachers, are making equipment for their own use. Some day we shall be ready to practice the arts of life.—HELEN M. REYNOLDS, *Head of Department of Primary Method, Seattle Public Schools, Seattle, Washington; Chairman, Committee on Furnishings and Equipment, National Council of Primary Education.*

Programs of Standard and Informal Testing for Primary Grades

The value of standard tests is being very generally recognized. Most cities now plan a definite testing program which is carried out each year as a part of the regular school work. The results of these tests form a basis for judging the type of instruction needed in the various subjects. While most primary teachers feel dissatisfied with the standard tests for the first two grades, still the testing movement as a whole is accepted as a worth while part of the school procedure.

Informal testing is not so universally accepted. Classroom teachers have been accustomed to recognizing the decisions of the supervisory group rather than to making experiments on their own initiative. Teachers need to get the experimental attitude of mind. When a teacher begins to

weigh her procedure in the light of her own experiments, she is lifted out of the drudgery of teaching into the field of research.

The writer has seen the value of this in the study of phonics in connection with the Primary Council. Teachers became enthusiastic about finding the children who needed little or no phonics, and those whose reading ability depended upon phonetic sounds. Tests for comparing the power of each group were made by the teacher. Encouragement should be given teachers to make their comparisons, to visit each other, to tabulate results, and to intelligently modify their teaching in the light of these findings.—ALICE HANTHORN, *General Supervisor, Cleveland, Ohio; Chairman, Special Committee on Phonic Investigation, National Council of Primary Education.*

Music Department

GRACE WILBUR CONANT, Editor

Old Nursery Rhymes

Slav Folk Song

Andantino

Sim - ple Si - mon went a - fish - ing For . . to catch a whale:
Mis - tress Ma - ry, quite con - tra - ry, How does your gar - den grow? With

All the wa - ter he had got Was in his moth - er's pail.
cock - le shells and sil - ver bells And mus - sels all a row.

RHYTHM
poco rit. lento

This folk tune may be used, by means of slight rhythmic accommodations, as a setting for various old nursery rhymes, two of which, *Simple Simon* and *Mistress Mary*, (Halliwell's version) are inserted beneath the melody line as suggestions. *If all the world was apple-pie* and *There was a man in our town* are among the rhymes which can be sung to this music. *Pussy sits beside the fire* may be used as two stanzas with the Rhythm following each. *Mary had a little lamb* is also practicable.

The arrangement of the last part of this song as a Rhythm for clapping, stepping, etc., without words, makes it particularly desirable for use in the early part of the school year.

In the Classroom

Problems, Projects and Practical Ideas

Under this heading will appear questions relating to classroom problems, to be answered by those in authority; short accounts of successful projects; practical suggestions based upon everyday experience. Readers are urged to submit such material freely, so that the department may become a real exchange of ideas.

On account of limitations of space, writers should be brief and "to the point," and only new and original suggestions can be printed.

Question: How can I get a child to use a loud voice when reciting individually for the benefit of the class and to speak softly when reciting collectively and doing group work?

It seems as if I spent half my time telling the children to speak out loud and the other half telling them to lower their voices.

Answer: In so far as the teacher has succeeded in making the classroom situation a real one to the child it will be easy to control the quality of speech needed at a particular time. If the class recitation is based on the child's consciousness of group participation he will endeavor to have his voice carry to all those in the room.

In the same manner if he realizes his responsibility as a member of the handwork group he will not allow his voice to disturb the reciting group. It is the old question of teacher-control versus self-control and only when the children become thoroughly conscious of personal responsibility can the two types of activity be carried on successfully.

Classroom activities based on the child's own interests plus encouragement of the child's judgment of his own actions and group discussion of what is legitimate conduct are the methods to be used in developing habits of responsibility.

Question: How can I organize group work so that the unsupervised handwork group will gain in power and efficiency without interrupting the work of the teacher with the reading group?

Answer: Three factors are involved: discipline, type of handwork, and organization of teacher's work.

Discipline: The class discipline must be based on child control rather than teacher control.

Types of handwork: The handwork itself must be based on self motivated problems.

Organization of teacher's work: The teacher must allow time for discussion of handwork problems before group work begins when she is free to answer children's questions, and she must have a definite time at close of group work when suggestions and technical aid will be given. Close adherence, by the teacher, to these two consultation periods will aid the children to form habits of self-direction during the group period.

Question: How can I get more expression in reading?

Answer: Choose material that is dramatic and within the child's interest range.

During this period the child gains most easily through imitation. The teacher herself must be a model in her own reading and she must encourage her most expressive readers by having them read frequently to the class.

The group should judge the members of the class in their reading ability and analyze for themselves why they like to listen to certain children more than to others.

From the Foreign Field

Extract from a Letter from Sofia, Bulgaria¹

The kindergarten has existed in Bulgaria for many years. Our Mission Kindergarten was opened in 1900, but even before that there were a few kindergartens in larger cities under the direction of young women trained by one who had studied methods in Germany. These, however, had brought the public to the conclusion that they were not worth while.

A few years ago there was a revival of interest in pre-primary education and a law was passed making the kindergarten a part of the national school system, and requiring cities of 20,000 or more to start them.

With very few kindergartners available, most of these groups of children were entrusted to young women with little idea of what was expected of them. Given a room, furnished in many cases with stationary desks and chairs, and next to nothing in the way of supplies, thirty to forty children in charge of a teacher with no pedagogical training, and you can imagine that results would be far from ideal.

The city inspector of primary schools visited us often when these new city kindergartens were being started, and he brought with him other visitors. He was most sympathetic in his attitude and said one day "I realize that our kindergartens are not what they should be, but I feel helpless in introducing necessary changes." He also told me that he was constantly receiving letters asking for suggestions and helps which he was in no position to give. He asked if I would not print an occasional article in some magazine which he could use.

It seemed to me the most satisfactory way, in spite of the expense, to start a small monthly magazine for the purpose. Fortunately there was a young woman available who had a good knowledge of both English and Bulgarian, a short kindergarten experience, and some literary ability. I engaged her as editor and this is the second year of *The Kindergarten*.

Our aim is to have each number contain a suggestive program for the month, songs, games, stories, occupations, relating to the subject, and articles of general educational value. Both mothers and teachers are on our list of subscribers and we have many appreciative letters which make us feel that it is worth while. We hope that the magazine will pay its way financially in time.

In the kindergarten world, as everywhere else, there is constant need of tact. There are some poorly trained kindergartners who claim to "know it all" and they do not take kindly to anything we may suggest, but there are others who "do not know and know that they do not know" and they visit our kindergarten often to learn as much as possible by observation.

Some of the city kindergartners are in my training classes in spite of great difficulties. For young women who have two session kindergartens of thirty to forty children, single handed, to take ten or twelve hours a week, besides preparation, for a course which will not insure a higher salary, but which will bring the satisfaction of knowing more and being more useful to their circle of children, means much.

Among the members of my class are several interesting young Jewish girls. Two of them are not teachers, nor do they expect to teach outside of the home. Their aim is

¹ Received by Miss Nellie E. Brown, chairman, I. K. U. Committee on Foreign Correspondence.

to be better mothers when they have children of their own.

Realizing that kindergarten methods are constantly changing, I have long felt the need of reenforcement from the United States. Therefore it is with great satisfaction that we welcome the coming of Miss Margaret Haskell who has just completed her kindergarten training in Teachers College, and who, we hope, will bring us the cream of modern educational principles and methods. This will help us to be wiser leaders of kindergarten thought in Bulgaria, especially as the ministry of education has promised positions to all graduates of my training school.

In pre-war times there was a branch kindergarten in a poorer part of the town. Discontinued for lack of funds, it has ever since been my dream to reopen it with more adequate equipment and have it the center of various lines of work for the good of the community.

Three years ago I secured a grant from

the city of 2300 square meters in a very desirable part of the town for this purpose. It was given on condition that it be put to the use for which it was asked within three years. The time limit was reached in June and we have only about \$3000 on hand for the building. We need at least ten times that amount to put up accommodations for a beginning of our "social service." The outlook is discouraging but it is not possible that God should give us the fine lot and then withhold the building.

We propose to break ground even though we can do no more than build the foundation for what will be a tremendous help in our efforts for the good of this enterprising, liberty-loving people. Whatever is done for Bulgaria will have an influence over the other Balkan States, for she is their leader. Of course we kindergartners know that the most promising way to help any nation is to begin with its youngest citizens.

Yours in the cause of childhood,

ELIZABETH C. CLARKE.

SPECIAL LEGAL provision for the education of crippled children has been made in fifteen states of the Union, according to information recently compiled in the Bureau of Education. Seven of these states, California, Connecticut, Iowa, Massachusetts, Nebraska, Ohio, and Wisconsin, have established state schools for the education of crippled children; six states, Illinois, Michigan, Minnesota, Missouri, New Jersey, and New York, provide state aid for the establishment of special classes for such children; in Vermont the school authorities may provide for the instruction of crippled children at their homes; and in Oregon school districts having one or more crippled children must provide for their instruction "in a manner most suitable to advance their general education or civic or vocational intelligence."

International Kindergarten Union

Next Convention, Los Angeles, California Summer of 1925

New Officers

President, Miss Ella Ruth Boyce, Pittsburgh, Pa.

First Vice-president, Miss Barbara Greenwood, Los Angeles, Cal.

Second Vice-president, Miss Allene Seaton, Louisville, Ky.

Recording Secretary, Miss Louise M. Alder, Milwaukee, Wis.

Corresponding Secretary and Treasurer, Miss May Murray, Washington, D. C.

Auditor, Miss Mary Dabney Davis, Darien, Conn.

New Branches

Connecticut State Kindergarten Association
Bristol (Conn.) Kindergarten Club

Waterbury (Conn.) Kindergarten Club

Kansas City (Kans.) Kindergarten Club

Topeka (Kans.) Kindergarten Club

Salina (Kans.) Kindergarten Club

Ann Arbor (Mich.) Kindergarten Club

Sault Ste. Marie (Mich.) Kindergarten Club

Binghamton (N. Y.) Kindergarten Association

New Paltz (N. Y.) Normal School Kindergarten Club

Teachers Association of the Brooklyn
(N. Y.) Free Kindergarten Society

Cleveland (Ohio) Public School Kindergarten Association

Kindergarten Club, College of Industrial
Arts (Denton, Tex.)

Waterloo (Iowa) Kindergarten Club

Passaic (N. J.) Kindergarten Association

Bangor (Maine) Kindergarten Club

Central California Kindergarten Club

Lela Warwick Kindergarten Club (Kansas
City, Mo.)

Report of Thirty-First Annual Meeting

Minneapolis, Minn., May 5-9, 1924

By MARY G. WAITE, Recording Secretary

From every viewpoint the thirty-first annual meeting of the I. K. U. was a great success, providing inspiration and help along many lines to all the delegates.

The emphasis this year was placed largely upon the scientific problems which enter into modern child study and teacher training. Many of the excellent papers given at the conferences, the committee reports, and

addresses will be printed in CHILDHOOD EDUCATION during the current school year. It is to be regretted that the discussions which followed these reports cannot be printed also and shared with those who were unable to attend the convention.

There were many inspirational features to these meetings and all came away realizing more than ever before the im-

ment of the problems involved in the education of little children. They also realized that the kindergarten teachers of the country must, more and more, accept the responsibility of working with other agencies interested in the same problems.

Monday of convention week was given to visiting schools, sight seeing, and committee meetings. A whole day for this purpose was unusual, and it gave standing committees a good opportunity for consultations before making their final reports, and also made it possible to include separate conference sessions for training teachers, supervisors, and classroom teachers. The first conference was held Monday evening, and the other two on Tuesday, as the opening general session was scheduled for Tuesday evening.

The meeting place for all evening sessions was the First Baptist Church, which afforded ample room and most comfortable accommodations. One especially happy phase of the convention began at the opening meeting when the twenty-fifth anniversary of the coming of Miss Stella Louise Wood to Minneapolis was recognized by the local representatives who voiced the welcome of the city, and fine tributes were paid to Miss Wood and her splendid contribution to the kindergarten work of Minneapolis. Members of the International Kindergarten Union were glad to have this opportunity to add their expression of appreciation of Miss Wood's work in the national field, in which she has done so much to develop standards and secure kindergarten advantages for children.

The addresses of greeting expressed a hearty welcome in very delightful terms, to which the president, Miss Boyce, happily responded. Every one made the delegates feel the cordiality of the local committee and the people of Minneapolis. These messages were prophetic of the many demonstrations of hospitality which were made throughout the convention.

The address of this first evening was by Dr. Arnold Gesell, Yale University, on *The Significance of the Nursery School*. (This

address will be found in full in this issue of the journal.)

As usual Delegates' Day (Wednesday) was exceedingly inspiring and like all others before seemed the very best. The large auditorium of the church lent itself well to pageantry effects and the decorative embellishments of the costumes gave splendid splashes of color to the white dresses. There were many unique effects in the costumes and each had some real significance in relation to the traditions of the locality from which it came. The procession was so long that the orchestra repeated its selections many times before the delegates were seated.

The first business of the morning consisted of reports of the Recording Secretary, the Corresponding Secretary and Treasurer, and the Auditor. All were accepted and will be given in full in the official pamphlet which will be distributed later to branches and associate members.

Miss Boyce then turned the meeting over to Miss Caroline Barbour and Miss Allene Seaton, who were in charge of the activities of the morning. The Reporting State Delegates were accompanied to the platform by the various members of the state groups. The reports were unusually fine, short, and snappy, and the stunts and songs most enjoyable. Everyone left the meeting laden with souvenirs, from photographs of Boston, to cotton balls from Georgia, tiny pine pillows from Wisconsin, ears of corn from Iowa, and poppies from California.

(A summary of delegates' reports will be printed later.)

Besides the state reports there were greetings from Alaska, Honolulu, Canada, and England.

After the reports had been given, the president again took the chair and announced the appointment of the Committee on Time and Place, and called for invitations for the meeting in 1925. Delegates from three cities responded: Kansas City, Mo.; Grand Rapids, Mich.; and Los Angeles, Cal. Invitations for 1926 were also extended by New Haven, Conn., and Philadelphia, Pa.

In presenting its invitation, New Haven reminded the delegates that the I. K. U. had been invited there this year, and that it refrained from asking for 1925 because Los Angeles had already signified its desire to be hostess.

One of the delightful occasions of the week followed the morning session of Delegates' Day. The Kindergarten-Primary Club of Duluth, the Minnesota Range Branch of the I. K. U., and the Kindergarten Club of Superior, Wis., were hostesses to the delegates and members at a delicious box luncheon, served in a large hall of the church. This gave a welcome opportunity for social greeting and interchange of experiences between delegates.

Wednesday closed with an evening session at which the Kindergarten Unit was the principal topic of interest. Miss Fanniebelle Curtis, Director of the Kindergarten Unit in France told briefly of the past years of accomplishment, and showed slides of the Kindergarten Unit centers in France and the proposed Community House in Liévin. She also gave a detailed report of the result of the campaign for funds which had been conducted through state chairmen. (This report of the campaign and plans for the Community House will be printed in a later number.)

At this same evening session, Dr. John J. Tigert, Commissioner of Education, gave a fine address on *The Value of the Kindergarten*, which was most gratifying to those who have long labored for recognition of the kindergarten.

The morning session on Thursday held in the ball room of Hotel Curtis, was devoted to valuable addresses on scientific phases of child education, and brought together an unusually large audience, which testified to the present day interest in these lines of thought. Dr. Lawson Lowrey spoke on the *Child Guidance Clinic*, and Dr. Max Seham on *Studies of Fatigue in Children*.

Another valuable address was given by Dr. Smiley Blanton, at the session on Thursday evening, on *Speech Disorders and Disorders of Personality in Children*.

At the same session, Mrs. Thomas G. Winter, President of the General Federation of Women's Clubs, gave a thoughtful presentation of the subject of *Women and Education*.

The business session on Friday morning was unusually well attended. The room was filled to overflowing and there were many evidences of the keen interest of the delegates in this session.

Committee reports were read and approved, and will be printed later.

Following the reading of the report of the Committee on Necrology, delegates stood in silent meditation while an appropriate selection was played on the organ.

Miss Boyce stated that arrangements for the new journal, which were authorized by the last annual convention, had been completed, and announced the details of publisher, subscription price, editors, editorial committee and contributing editors.

Two new items of business were presented as follows: The International Kindergarten Union has grown to such a size that it was felt that it should have an established headquarters, and that if such an office could be maintained in Washington it would be possible to keep in close touch with other large organizations with which the Union is affiliated. After some discussion, the Executive Board was authorized to arrange for such an office.

The second item of business was the discussion of the desirability of sending a representative to the Pan-American Child Welfare Conference in South America in 1925. For this it will be necessary to raise a special fund. The matter was referred to the Executive Board, with power to act.

There were several competing states for the attendance banner, but on the final count Wisconsin had the largest number of delegates and was presented with the banner. The flag, which is awarded to a state for some unusual feature, was presented to Maine, because one Maine school board had been sufficiently interested to send its elementary school supervisor, a

man, to this convention, so that he might better understand the problems of the kindergartens under his supervision.

The Committee on Time and Place reported that after due consideration their recommendation was that Los Angeles be the next meeting place and the summer be the time of the meeting. This report was enthusiastically accepted.

The last session, Friday afternoon, was designated as a kindergarten-primary meeting and was attended by a large audience. There were two speakers, Dr. Franklin Bobbitt, on *Education as Growth through Experience*, and Miss Theda Gildemeister on *The Why of Present Day Education*. Miss Madeline Veverka of Los Angeles also aroused much enthusiasm by her vivacious talk on some of the problems of to-day.

There were many lovely social entertainments planned for the delegates, including teas and opportunities for becoming better acquainted with Minneapolis, St. Paul, and the neighboring country. One of the most delightful of these was the drive to St. Paul and the very fine reception there.

Some of the delegates and members availed themselves of the opportunity of attending some of the meetings of the Congress of Mothers and Parent-Teacher Associations which were in St. Paul at the same time. On Wednesday afternoon those who were especially interested in the Congress of

Mothers and in Home Education attended the National Conference on Home Education which was called by the Commissioner of Education, Dr. J. J. Tigert, at the University of Minnesota. This meeting was exceedingly helpful and gave many kindergarten teachers the opportunity to know some of the other types of work the Bureau is doing for young children.

The symposium supper gave a festive closing to the convention. Miss Wood, the toastmistress, had planned a geographical treat for the assembled delegates, members and their friends. From East to West and from North to South we learned the marvels of our country through story, rhyme and song. The hostess section of the country declared the marvels of twins, twin cities, twin ports and twin boys, all possessing superlative qualities, even though the boys were only seven weeks old.

The sectional groups were seated together and gave many amusing songs and stunts. The Minneapolis people had permission from the weather bureau to sing "It ain't goin to rain no more." The visitors were only sorry that they had not received this permission earlier in the week.

The balloons, flowers and sacks of flour, together with all the other decorations and souvenirs, were merely suggestive of the splendid hospitality shown the visiting people at the convention.

AMERICAN EDUCATION WEEK will be observed this year November 17-23. Copies of programs may be had by addressing the Commissioner of Education, Washington, D. C. A leaflet containing suggestions regarding the observance of the week will be issued by the Bureau of Education in September

Items of Interest

Memorial to Maria Kraus-Boelté

On Saturday morning, May 17, 1924, the unveiling of a memorial to Maria Kraus-Boelté took place in the School of Education, New York University, in the presence of members of the Kraus Alumni Association and many other friends of this educator who devoted her life to the kindergarten cause.

Miss Adriana B. Dorman, President of the Kraus Alumni Association, introduced Mrs. Francis A. Collins, Chairman of the Memorial Committee, who made the presentation speech, as follows:

"More than fifty years ago Maria Boelté, then a timid young woman, came to America to bring the message of a new system of education for little children. She was particularly well equipped for this great task, having been a pupil of Froebel's widow, and in close association with her for several years.

"The theories of Froebel had received scant recognition in Europe and he looked toward America as—in his words—'the land of Freedom, where the kindergarten will have its best chance to take root and grow.'

"In more than half a century of untiring effort Madame Kraus fully realized the high hopes of this great educator. The kindergarten cause was to her more than a vocation; it was her life, and to it she sacrificed every personal interest. As the direct result of her work the kindergarten, from an experiment in a new field of education, came to be recognized as an important part of the curricula of schools. Of the hundreds of young women who came under her influence and guidance few have failed to reflect her high purpose to retain Froebel's principles in their purity and simplicity.

"Recognizing the authoritative character of Madame Kraus's work, Chancellor MacCracken of New York University invited her to conduct a training class in the summer session of the School of Education. Madame Kraus accepted the call and for several years greatly enjoyed her association with the members of its faculty.

"It is fitting that New York University, because of its sympathy with the high purpose of Madame Kraus's teachings and the opportunities it offers for the spread of education, should be presented with this memorial.

"The graduates of Madame Kraus's training class, many who as children had the privilege of being in her kindergarten, and friends who gained inspiration from contact with her make this gift in loving memory of Madame Kraus, and in grateful appreciation of her contribution to the cause of infant education."

Miss Emma Kraus then unveiled the memorial—a bronze tablet and a picture of Maria Kraus-Boelté. The inscription reads:

*In memory of Maria Kraus-Boelté.
1836-1918. Pioneer Kindergartner.
Fifty years of her life were unselfishly
devoted to the training of Mothers and
Kindergartners and little children. The
influence of her devotion to the cause of
education will endure.*

Dr. James E. Lough, Professor of Psychology, New York University, in accepting the memorial for the University, said he felt it a matter of congratulation and a great honor to have this constant reminder of one who was the embodiment of Froebel's message. He referred to the fact that New York University was the first to give

collegiate recognition to the kindergarten by establishing a course in the work at the summer session and making Madame Kraus a member of the faculty. He spoke in terms of great appreciation of the depth of her culture, her charming personality, her insight into the nature of childhood, and her loving sympathy with it. He was glad the University had placed her in its ranks, for he considered her a model instructor as well as an inspiration to all educators. Dr. Lough further expressed the belief that in spite of the many theories which are constantly being worked out, there would eventually be a return to the first principles of the kindergarten as advanced by Froebel.

The President then introduced Dr. Clarence E. Meleney, former assistant superintendent, New York Public Schools, who claimed spiritual kinship with Madame Kraus through her kindergarten daughter, Mrs. Meleney. He referred to Madame Kraus's work as a lecturer at Martha's Vineyard Summer School, which was, he thought, the first summer school to give academic recognition to the kindergarten. Speaking of Madame Kraus's influence on

education today he said it had extended to the public school system through the work of Dr. Jenny B. Merrill, and to teachers all over the country through the Kindergarten training Classes at Adelphi College, which started under Dean Anna E. Harvey. Dr. Meleney also paid tribute to the sympathy and loving interest of Madame Kraus in all her pupils, to her culture, and to her thorough knowledge of Froebelian principles.

The President thanked the speakers in behalf of the Alumni and called attention to a number of books before her—the nucleus of a collection to be placed on the shelves of the University Library by the Kraus Association in memory of Madame Kraus. These books, carefully selected for their interest and helpfulness to kindergartners, bear an illustrated book plate symbolic of the spirit of Madame Kraus's work. This was designed by Mr. Gerald L. Kaufman, and is the gift of Miss Rosalie Nathan.

The whole ceremony in its simple dignity was a fitting tribute to Maria Kraus-Boelté, whose life was one of unselfishness and devotion to others.

HELEN H. FISH.

Honor to Prominent I.K.U. Member

Miss Annie Laws, of Cincinnati, chairman of the I. K. U. Committee of Nineteen, and prominent in the work of the Union ever since it was established, received an Honorary Degree from the University of Cincinnati at its recent Commencement exercises.

In presenting Miss Laws for the Degree of Master of Education, Dean L. A. Pechstein of the College of Education said:

"To few are given both ability and opportunity to contribute significantly to the life of a great city. To few still comes the privilege of touching the life of the nation. One comes here who has, through

many years of active work in its Board of Education, its Woman's and Mothers' clubs, its Red Cross and its Council of Social Agencies, contributed much to our civic life. But beyond that there has been sounded a national note of service liberally given to the cause of education, and along three fundamental lines—training the girl in the field of homemaking, to care for the sick, and to guide the development of little children."

It is an occasion for congratulation for the I. K. U. when the exceptional ability and faithful service of one of its members receives such appropriate recognition.

The Reading Table

*Pioneers of the Kindergarten in America*¹

When a new book appears which fills a long felt need in any particular field, and is, at the same time, so delightful in treatment as to charm the general reader, it should become at once an assured success. Such a book is the *Pioneers of the Kindergarten in America*—authorized by the International Kindergarten Union, and prepared by its Committee of Nineteen.

Kindergarten training schools all over the country will welcome this book and will find it invaluable. It offers not only a unique history of the kindergarten movement as part of "an educational and social revolution," but it accomplishes this by such vivid, personal sketches that the *Pioneers*, men and women, live again in its pages to inspire the "new generation of teachers"—to whom the book is dedicated.

Those who already know something of the kindergarten in its early days will discover among the *Pioneers* many dear, familiar names; while the general reader, who delights in meeting real people, will find these brief sketches very human, and, at the same time, eloquent of what humanity may accomplish when inspired by a strong, worth-while purpose. Just to mention a few of the names included in this book will give some idea of its scope and value.

One comes to know here the "beloved and revered" Elizabeth Peabody, who lighted the kindergarten torch in New England, and who was so absorbed in spreading the new education for little children

that both new gowns and food were often forgotten. Here the class-room teacher of today may look through the open doors of the "Centennial Kindergarten" and see the young Miss Ruth Burritt, "small of stature, with dark hair and eyes," conducting her demonstration kindergarten and interpreting the new methods to the "thousands who thronged to see the children work and play." Those who have admired and loved Miss Susan E. Blow for her great intellect and uplifting power, but who never had the good fortune to know her personally, will see her in the *Pioneers* as a young woman of "radiant personality and superb vitality" conducting her first training classes. And here is the charming and versatile Kate Douglas Wiggin, a "pioneer" of the kindergarten on the Pacific coast—"the sympathetic interpreter of Froebel and the apostle of kindergarten work in both private and public schools." These are only a few of the great names in the *Pioneers*, while in the list of the writers who are responsible for the brief biographies are names no less worthy of note—Lucy Wheelock, Patty S. Hill, Elizabeth Harrison, Dr. Felix Adler, Earl Barnes, Nora Archibald Smith.

Training teachers could find no better book than the *Pioneers* to give their young students a comprehensive, and, at the same time, a lofty ideal of their chosen field; while graduate kindergartners who read the book will thrill anew at being one with so goodly a company.—CATHARINE R. WATKINS, *Supervisor of Kindergartens, Washington. D. C.*

¹ Published by the Century Company.

*Children's Drawings*¹

A study of interests and abilities. Data collected by the Child Study Committee of the International Kindergarten Union. Edited and compiled under the direction of Stella Agnes McCarty, Ph.D.

This study is of interest to a varied group of readers. Much of the material is non-technical in nature and deals with the practical bearings of the research upon the problems of the classroom teacher, but the original data are presented in such a way as to offer to the scientific student ample material for a detailed analysis of the findings.

The book deals with the drawing interests and abilities of children in the kindergarten, first and second grades, the material having been secured through the coöperation of twenty-six school systems. The spontaneous drawings of thirty-one thousand two hundred thirty-nine children constitute the basis of the conclusions drawn.

The first problem attempted is an analysis of the range of ideas represented. About nine hundred *different* ideas are depicted. While a detailed analysis of subjects is impossible, the frequency of certain common ideas is most interesting. The human figure is attempted by one child in about five. One child in seven portrays a house. One among eleven depicts trees in some form. Animals are attempted by only one youthful artist among twenty-five, and design is evident in only one drawing among two hundred. The free selection of subject matter is significant in a consideration of children's interests, but the author calls attention to the difficulty of isolating the interest factor from the difference in the amount of technique required for different subjects. Variation in the emphasis of drawing subjects and in the emphasis upon different

experiences in the curriculum would also account to a large extent for the frequency of certain subjects in any given group.

Age and sex differences are evident throughout the study, and suggest the possibilities of further research along these lines. Boys tend to represent a wider range of adult social interests, while girls more frequently portray the interests of childhood.² Growth in the ability to express ideas by means of drawings parallels growth in chronological age. The scribble period seems to precede the kindergarten in most cases. To quote from the author:

"The flat silhouette, unrelieved by shading, or the bare outline . . . predominate throughout the period." (Kindergarten, first and second grades). . . . "In subject matter, it is probable that the youngest children, because they are least concerned about making their drawings conform to reality, are most courageous. Their courage seems to be limited by their mental horizon."

Although excellence in drawing seems to parallel chronological age, the relationship is not absolute. The same comparison may be made between drawing ability and mental age. The degree to which a child may be able to express himself through drawing mediums is limited by his intelligence. Upon the other hand, bright children do not always excel in drawing, and children of mediocre intelligence often draw most skillfully. In general, it may be said that there is a decided parallel between intelligence and excellence in manual expression as far as the present study is concerned, especially in the case of the dull child. Drawing appears to be dependent upon a minimum mental endowment, but is decidedly susceptible to instruction.

¹ Published by Williams & Wilkins Company, Baltimore.

² Compare Dunn, Fannie W. *Interest Factors in Primary Reading Materials*, Teachers College Contributions to Education, No. 113.

A comparison of the drawings from different school systems emphasizes the apparent artificiality of some methods, as contrasted with the spontaneity of others. The results indicate, however, that total neglect of attention to drawing skill limits the expression of the children concerned just as surely as too great emphasis upon technique limits spontaneity. Simplicity in subjects chosen suggests the necessity for attention to elements rather than to composition. Among the drawings studied, 96.6 per cent represent either single objects or objects unrelated to each other. The drawings are largely "schematic," characterized by absence of perspective, or light and shadow. They present objects as they actually exist, regardless of the way they may appear from any given point.

The drawing scale which developed from the study is published with the book. A detailed report of the method used in selecting and scaling the drawings is presented. The scale is limited to three subjects, people, houses, and compositions, and so should be simple in application. After a short period of practice, the primary or kindergarten

teacher should be able to use the scale successfully. While any such instrument will allow for differences in opinion, this scale should certainly give results that would be much more reliable than opinion, unaided by a series of given standards. The supervisor should find the scale helpful in comparing the achievement of different groups. The scientific student should be able to use the scale as a means of gathering further data along the lines suggested in the book.

This research is characteristic of the new era in child study. The trend of measurements, to the uninitiated, may seem to tend toward the classifying and the mechanical cataloguing of the children in our schools. The underlying purpose and the final outcome of scientific measurement is the better understanding of the needs and possibilities of the individual child. The teacher of today is called upon to adopt the research attitude of the scientist, without relinquishing the viewpoint of the educator. This book admirably maintains the double standard.—BESS V. CUNNINGHAM, Ph.D., *Teachers College*.

Other Books and Educational Topics

By GERTRUDE MAYNARD

Children's Poetry

Lovers of good poetry and also of little children will just naturally "eat up" the latest book from the pen of Walter Barnes, A. M. (World Book Company). Professor Barnes has already done much for the cause of literature in his labors as teacher, editor and author. We are his debtor as teachers of the younger children in that he has turned his time, attention and talents to the little ones in his last book—*The Children's Poets*. In this volume he analyzes and appraises the best English and American poets who have written for children. He opens up rare pleasure for the adult in these pages, dispels ignorance and—happi-

est touch of all—explains just why we have loved certain verses.

As may be expected, the list of poets includes Ann and Jane Taylor, Stevenson, William Blake, Christina Rossetti, Walter de la Mare, Edward Lear, Eugene Field and a few more favorites. Each poet is given his proper historic and personal setting, and his poems liberally quoted. There is an extensive and detailed bibliography at the end, making the volume a useful reference book for years to come.

The opening chapter is most informative to the teacher, whether she be naturally a lover of poetry or whether she reads from

a sense of duty. The entire book is a rebuke to the mechanical handling of poetry as a means to an end. Even the thoughtless and unappreciative use of the Mother Goose jingles receives a corrective in the scholarly chapter devoted to these rhymes. Every teacher of primary reading should take this opportunity to enrich her knowledge and appreciation of Mother Goose by this study of its origin and structure.

To dip here and there:

"Needless to say, children's poetry idealizes childhood. There is a wistfulness in much of it, a lambent radiance over it. All the dross of youth is burned away; the selfishness and animalism of children are ignored; their faults are forgotten and their virtues magnified. But is not this idealization exactly what we expect and desire and admire in all poetry? We should not criticize children's poetry for presenting images of child life which, reason reminds us, are too delicate and refined. Reason is not permitted to usurp the chief place when we are seated at a poetic banquet. We should practice what Coleridge calls "that willing suspension of disbelief which constitutes poetic faith." . . . It is one of the missions of poetry to hang before the eyes of children portraits of themselves as they may be, pictures of the child world as it would be if all children were fine-fibered and good and amiable. A child's reach, too, must exceed his grasp."

"The temperament of a poet strikingly resembles that of a child. In imagination, intuition, emotional intensity, curiosity and wonder, obedience to impulse and the spirit of play . . . poets and children are alike, akin. The poet preserves more than others the childlike attitude towards life."

There is an interesting discussion as to the reason why poets who write for children usually reach a higher lyrical altitude if childless.

"I have amused myself at times by bringing this anomaly to the attention of my students. Some of them would have it that fathers and mothers have been too busily employed in taking care of their children to write poetry for them. Others have advanced the theory that having real offspring dispels all the glamor and mystery of childhood; that parents are too close to their subject to be in the proper mood for poetry. There is truth in this. Undoubtedly poets must be somewhat detached . . . but the true explanation of this puzzle lies, I think . . . in that poetry is a vent for overcharged feelings which have not found their natural outlet through any of the customary channels of life and action."

The Children's Poets is a treasure house, full of charm and inspiration for those who love to turn aside from the literal and the practical for pleasant communion with the imaginative and the innocent.

A New Reader

The Bobbs-Merrill Publishing Company has issued its new readers, Primer to Third Reader inclusive. The authors are Clara B. and Edna D. Baker of the National Elementary College of Chicago, names well known to primary teachers and kindergartners. One opens the books with pleasant anticipation of a new contribution in this field, nor is one disappointed.

It is evident that we have gone far beyond the first reading books—even the first good ones, which came of the reaction

against poor literature and poor pedagogy. These particular books from Bobbs-Merrill seem to us to touch the high water mark of excellence. The literary plan is most interesting, there is steady accumulation of vocabulary without too excessive repetition and the typography is perfect. The strong simple illustrations are by Vera Stone. A pleasing effect and one restful to the eye is obtained by the harmonizing of the cool blue of the binding with the pictures. The stories selected are of perennial interest.

There is swift movement in the dramatic action, especially in the Primer and the First Reader, where the psychology of the little child demands it. The material is equally well adapted to either silent or oral reading. Kindergartners who are working on the problem of beginnings of reading with their older group will be especially interested in the Primer, where the story is told in first person. To quote from the preface.

"Many delightful primers containing folk tales can be obtained for supplementary reading but usually these books are too difficult for beginners.

"This volume presents a new plan of approach. The story in its complete literary form (printed in the Manual) is told by the teacher; but only the direct discourse is presented for the child's reading. The primer story is thus exceedingly simple and dramatic, and the language close to the speech of the little child; the difficult past tense is eliminated. The names of speakers

placed in the margin often confuse the children, and are therefore omitted. . . .

"Any reading course which contains only fairly tales is incomplete. There should be also realistic material, related to the child's every-day experiences. . . . In this book the realistic material is given in rhythmic form, following the pattern of the Mother Goose songs. These jingles have the repetition, the simplicity and the homely style of some of the Mother Goose songs. . . ."

There are also questions at the end of each literary group giving opportunity for silent reading and for original composition. The careful balanced reading plan indicated in the above for the primer is followed in the successive readers. A helpful feature also is the practical relating of the reading work to the average school program, with special reference to holidays,—a feature most acceptable to the busy teacher and not stressed of late in our devotion to the folk tale.

We Lend our Ears

Waldemar Kaempffert, writing in the Sunday papers, brings cheering information regarding the influence of the radio. He says in part:

"The director of a broadcasting station has a job, which, in many respects, is far more difficult than that of the manager who produces a new play or comic opera. In the first place he appeals not to a few hundred every night, but to hundreds of thousands. . . . In the second place he must be a many sided person—impresario, vaudeville director and editor. The radio audience, at his invitation, expresses its opinion freely of his programs and his artists. It is just as adept at hurling brickbats as it is in tossing bouquets. . . . What do you suppose the radio audience prefers in the way of music? Jazz, you answer offhand. But the questionnaires prove otherwise. Classic and operatic music, the type regarded as "high-brow" is decidedly more popular than jazz.

"The wonderful orchestras of New York and Chicago are undoubtedly responsible for this classical predilection. They have taught millions that Bach, Mozart and Wagner have an everlasting beauty."

Fox-trots, ukelele and saxophone music,—even band music, made a poor showing in the returns to thousands of questionnaires sent out by the greater stations. The acid test seems to be repetition. Given enough repetition of an inferior bit of music, even the most unthinking and complacent "low-brow" rebels, and is glad to hear something of intrinsic worth.

This is not claiming that classical music actually holds first place with the radio fan. Sensational novelities, first hand reports of games or boxing, the voice of the President, and news in advance of the papers all hold a strong place. Probably the most outstanding service of the radio so far has been the hourly reporting of the great political conventions. There is no doubt but that the

listening in of thousands at such occasions is most instructive. The radio may yet exert a tremendous effect upon the nation

in interesting hitherto apathetic citizens in practical politics, to say nothing of its worth to those already interested and active.

Outlines

The thoughtful educator feels a need of what James Harvey Robinson calls "little books on great ideas." Such a book is *Evolution* by Vernon Kellogg and *Science Old and New* by J. Arthur Thomson. Dr. Thomson has also written *What Is Man* and *Everyday Biology*. The "Outlines" which have been so popular should be, one at a time, on the reading table of every one concerned in education. These rather ponder-

ous volumes can be bought by groups of teachers. They can not very conveniently be retained from a library. They can not be perused in a week or two, but are delightful steady companions for a longer period. We recommend *Outline of Literature* (Drinkwater Editor), *The Outline of Art* (Orpen), *Wonders of the Past* by Hammerton, and Thomson's *Outline of Science*. Also include Robinson's *Humanizing of Knowledge*.

Our Lawyers and Citizenship

One of the most disturbing factors today of upper school life is the always recurring report of the teaching to young and plastic minds of theories opposed to our type of government. School men have been jeered at as hopelessly conservative and feebly acquiescent to conventional thinking; but they were better so than destructively at work to undermine our hard won if sadly imperfect civic sense by striking at our cultured youth. The American Bar Association at its annual gathering took note of this problem in no uncertain manner. They have, it seems, a special committee on American citizenship.

Mr. Robert E. Lee Sauer is reported as saying:

"Socialism is being taught in some of our schools and colleges We are not afraid of the teaching of Socialism as one of many theories of government, but we object to its presentation as the only right theory, and to the teaching that our present form of government is unworthy and should be discarded. America should no more consider graduating a student who lacks faith in our government than a school of theology should consider graduating a minister who lacks faith in God."

An indifferent electorate, increasing foreign-born population and a small but dan-

gerous group of radicals are mentioned as sources of future trouble. The report spoke at length of a curious disregard of direct study of the Constitution by the average law school.

"Your committee has examined the law courses of twenty-five of the leading schools of this country. To our amazement we have found that a study of the Constitution is compulsory in only nine of them, and in two of those attention is given to the purely commercial or legal values of it, the study being confined to interstate commerce, the contract clause, the Fourteenth Amendment and the like Not only that, but we find that boards of law examiners passing upon the admission of students to the bar very largely ignore the Constitution. In many examinations there is no mention made of it. In some cases only three or four questions are asked."

This citizenship committee is a permanent one in the Bar Association and we shall hear more from it. It is also a matter of note that the Association is stressing of late in its major addresses the need and possibilities of reform in a swifter working of judicial machinery. It is thought by social experts that the almost endless delay in American judicial decisions is a leading excuse for crime and delinquency.

